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ABSTRACT

This annotated bibliography concentrates on the small college. Some of the entries, composed of books, articles, dissertations, and other documents, are about the small college and other entries are not directed solely at the small college but hold applicability in areas where publications devoted to the small institution are scant. Entries are arranged according to twelve categories: general studies on the small college; curriculum and philosophy of education; pedagogy, teaching, and learning; libraries and learning resources; faculty; students; governance; administration; finance, budgeting, and development; long-range planning, physical facilities; and interinstitutional cooperation and consortia. The section on students covers student personnel affairs and counseling; admissions, orientation, and attrition; freshman success patterns in college; campus environment and student maturity; church colleges and student attitudes; and disadvantaged and minority students. (Author/MJM)

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Thomas A. Askew

*Edited and Indexed by the
ERIC Clearinghouse on Higher Education
The George Washington University*



*The Council for the Advancement of Small Colleges
One Dupont Circle, Washington, D. C. 20036*

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FOREWORD

The Small College: A Bibliographic Handbook is published as a cooperative undertaking of the Council for the Advancement of Small Colleges (CASC) and the ERIC Clearinghouse on Higher Education. It is offered as part of the Council's service to the small, private, independent, four-year college and therefore focuses quite specifically, as Dr. Askew makes clear, on the concerns of that particular segment of higher education as reflected in the responses to a survey conducted by the Council.

Dr. Askew's past experience and present affiliation combine to make him especially alert to the type of information most useful to the administrators of small colleges. He has taught at a number of small colleges and formerly served as Associate Dean for Undergraduate Studies at the National College of Education in Evanston, Illinois. He is currently Professor of History at Gordon College in Wenham, Massachusetts, a member college of the Council.

Dr. Askew's preparation of the *Handbook* was made possible by a Small Projects Grant from the Office of Education, U.S. Department of Health, Education, and Welfare, and that support is here gratefully acknowledged. The Council's appreciation is also due to the ERIC Clearinghouse on Higher Education for the editing of the original manuscript, preparation of separate subject and author indexes, and—not least—for sharing generously in the costs of publication.

Roger J. Voskuyl
Executive Director
Council for the Advancement of Small Colleges

PREFACE

This bibliography derived from the need of small college leaders for information. The accelerating increase in recent years of literature pertaining to all aspects of higher education has made it difficult for the already overworked administrator in the small institution to keep abreast of materials relevant to the issues he faces. While the various general bibliographies on higher education published in the last half-dozen years have partially met the need, and the ERIC Clearinghouse on Higher Education has prepared a number of useful bibliographic reviews on selected topics, no comprehensive bibliography focusing on the small college has been available. This compilation purposes to fill that gap for materials published from 1965 through 1971.

The basis for selecting entries is as follows: (1) books, articles, dissertations, and other documents that are about the small colleges; (2) selected books, articles, dissertations, and other documents that are not directed solely at the small college but hold applicability in areas where publications devoted to the small institution are scant. In this latter category can be found such topics as long-range planning and the use of systems analysis in administration. The emphasis of the compilation has been on scope of materials available, not lengthy analysis of every entry.

While the bibliography necessarily provides a survey of research studies conducted on small colleges from 1965 through 1971, as a handbook for administrators its objective is broader. In 1968 the Council for the Advancement of Small Colleges conducted a survey asking the presidents of its member institutions to rank their priorities for receiving assistance in the advancement of their campuses. The materials included in this bibliography reflect the needs of the presidents expressed in that survey. In addition, to ensure suitability in the selection of items, an editorial committee reviewed the bibliography in progress. Several kinds of materials have been deemphasized; these include narrative institutional histories, institutional self-studies, and general writings on the youth counterculture.

On the whole, only those documents which are readily available have been included in the approximately 575 entries. Fugitive documents that are not accessible for duplication have generally been omitted. Any listings out of print should be obtainable through inter-foundation or inter-library loan. Out of thousands of ERIC documents reviewed, 181 have been chosen for the bibliography. These carry an ED number and are indexed in the National Institute of Education's monthly volume, *Research in Education*. Readers who wish to order such documents should write to the ERIC Document Reproduction Service, Post Office Drawer O, Bethesda, Maryland 20014. When ordering, specify the ED number. Unless otherwise noted, documents are available in both microfiche (MF) and hard/photo copy (HC). All microfiche titles cost \$0.65; hard/photocopy reproduction costs \$3.29 per one hundred (100) pages or any segment thereof. Payment must accompany orders of less than \$10.00.

All the dissertations listed in the bibliography are abstracted in *Dissertation Abstracts International*. Over 1700 dissertation studies were investigated, with 132 being selected for inclusion. Most of these are available for purchase on a uniform fee basis, either in microfilm copy for \$4.00 or xerographic copy for

\$10.00. Readers who desire to obtain a copy of a dissertation should include the order identification number of the dissertation and write to *Dissertation Abstracts International*, University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106. If the name of the institution which was the object of research does not appear in an annotation describing a dissertation, it is because the name is not supplied in the abstract in *Dissertation Abstracts International*.

For the purposes of this compilation, a small college has been loosely defined as a college with fewer than 2500 fulltime students.

Most of the dissertations listed in the bibliography are available in the CASC office either for internal use or loan.

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OVERVIEW

This annotated bibliography contains selected research specifically devoted to small colleges available from 1956 through 1971. During the last 6 years the viability of the small college has continued to concern many educators. Most of the issues relating to their concern are included in the bibliography and are highlighted here to indicate general trends in the literature.

Among the foremost issues in the viability of the small college is the rate of student admission and attrition. In one study every institution surveyed was judged to have inadequate student personnel and guidance programs. Another writer comments that improved testing programs are needed, along with a more systematic in-service training for the personnel staff.

In the matter of governance, little evaluative research has been conducted comparing one system of governance to another. Trends show that boards of trustees increasingly reflect the general population makeup rather than certain professional groups; and faculties are seeking more influence in decisionmaking.

College faculties have received a modest amount of research attention. Studies have been performed about behavior patterns of professors who teach where research is not emphasized, no graduate instruction takes place, and little academic prestige is ascribed. It was determined that college teachers are frustrated over college bureaucracies and their own research aspirations. Role strain among faculty by lack of research facilities, the pressure to publish, and no consensus about what is expected of them as professors was reported. Also, there were similar pressures attendant on deans, with no clear definition of what that office signifies. And finally, the department chairmanship has not been adequately researched.

While there is no identifiable pattern of research on students on church-related campuses from 1956 through 1971, the role of students and the student personnel sector of administration has received the most research attention. Generally, findings indicate a high degree of congruence between college goals and the goals for the institution held by enrolled students; and changes in student cultural sophistication seem to be influenced more by total college climate than by the extent of extra-curricular participation in cultural activities.

Questions have been raised about the ability of the traditional curricula, largely based upon precise disciplinary subunits, to meet contemporary student needs. More flexible curricula should be provided that give priority to the needs of students rather than the research interests of faculty. There is also a need for well-planned educational goals combined with continuing review, analysis, and control of curricular development; with such new departures as work-study, study abroad, and various forms of community involvement. In this regard, experimental models should be rigorously tested, evaluated, and refined.

New and varied approaches to learning merit trial, particularly as the lecture method loses its appeal for many undergraduates. An unusual concept that received increasing advocacy in the 60's is the library-college. One writer foresees a shift in libraries from a print orientation to a media orientation and advocates the amalgamation of all information services such as the computer center, bookstore, copy center, and audiovisual department under one library

roof. Descriptions of innovative programs vary, and there is not enough hard data analysis of program outcomes. Some educators believe innovative interinstitutional enterprises constitute one means for colleges to curtail expenses by broadening current programs.

Since fiscal stringency is the major administrative issue facing the small college in the next decade, essayists insist that institutional objectives must be clear and that only those colleges can hope to exist that have set definite goals and have carefully allocated resources to meet them. In this regard, responsible leadership and competent management demand informed budgeting procedures; and this requires a planning and program budgeting system that ties resource allocation closely to institutional objectives and evaluation outcomes. Moreover, there is a need for more efficient administration and management practices. The small college president as administrator is a topic that has not been well researched.

Only a handful of researchers addressed themselves directly to long-range planning for the small campus. In terms of accreditation, a firm sense of mission and competent presidential leadership proved to be the most important variables in the planning and implementation that culminated in accreditation.

FORMAT

For the benefit of the readers, separate author and subject indexes are provided. The subject index contains key words that appear in the annotation and is followed by the appropriate bibliographic entry number. The bibliography itself is divided into twelve subject areas as follows: General Studies on the Small College; Curriculum and Philosophy of Education; Pedagogy, Teaching, and Learning; Libraries and Learning Resources; Faculty; Students; Governance; Administration; Finance, Budgeting and Development; Long-Range Planning; Physical Facilities; Interinstitutional Cooperation and Consortia.

General Studies on the Small College

1. ASKEW, THOMAS A. "The Liberal Arts College Encounters Intellectual Change: A Comparative Study of Education at Knox and Wheaton Colleges, 1837-1925." Ph.D. dissertation, Northwestern University, 1969. Order No. 70-4. 316 pp.

Compared are the reactions of two midwestern religious liberal arts colleges to the intellectual and cultural changes that swept across America in the late 19th century. The study, concerned with the dynamics of institutional stability and change, examines the effects of philosophical shifts and administrative styles on educational objectives, curriculum, and the campus ethos. By 1925, Knox had entered the liberal Christian stream and become largely secularized, while Wheaton perpetuated the ideal of the classical college unified around an evangelical synthesis.

2. ASSOCIATION OF AMERICAN COLLEGES. *The Church-Related College in American Society*. Washington: Association of American Colleges. ED 047 654. 17 pp.

"What will be lost to American society and the churches if the church-related colleges sever their denominational ties?" Increased federal and state support of higher education and the expansion of public education have contributed to the crisis. To preserve the diversity and independence of higher education, these church-related colleges should continue to exercise their power against state-supported education.

3. ASTIN, ALEXANDER, AND LEE, CALVIN B. T. *The Invisible Colleges: A Profile of Small, Private Colleges with Limited Resources*. New York: McGraw-Hill Book Co., 1971. 146 pp.

Claiming the invisible colleges as an underutilized educational resource, the authors identify 494 colleges marked by obscurity and generally tightening financial pressures. These colleges should receive public subsidy, not to repeat the elitist model of prestigious schools, but to strengthen unique programs to service less able or poorly prepared students. After chapters on history, administrative characteristics, student profiles, learning environment, and the impact of invisible colleges, numerous recommendations are given regarding the future of the small college.

4. AVERILL, LLOYD J. *A Strategy for the Protestant College*. Philadelphia: Westminster Press, 1966. 128 pp.

Writing from his experience at Kalamazoo College, Averill defends the viability of the religiously affiliated college. After reviewing the essence of liberal education, he calls for an integration of learning and faith, information and values at the church college. Education must involve both competence and conscience. The chapters, "The Climate of Freedom" (for students) and "The Climate of Ministry: The Role of the Chaplain," are particularly pertinent.

5. ————. " 'Sectarian' Higher Education and the Public Interest." *Journal of Higher Education* 40 (February 1969): 85-100.

A church-related college is not distinguished from other colleges by its sectarianism, but by its relationship to the organized Christian community. To qualify for public funds, a church-related college should meet requirements of regional accreditation, freedom of inquiry for faculty and students, and open admissions for students of any religion.

6. BARNARD, JOHN. *From Evangelism to Progressivism at Oberlin College, 1866-1917*. Columbus: Ohio State University Press, 1969. 171 pp.

More than an institutional history, this book emphasizes the motives for and the development of change at Oberlin College. The prime agents for change were student desire and representation on the faculty and board of trustees by former students. Based on research in the sixties, this book traces the shift from a 19th-century classical college unified in the evangelical ideal to the liberal and socially sophisticated Oberlin of the 20th century.

7. BENDER, RICHARD N., ed. *The Church-Related College Today: Anachronism or Opportunity?* A symposium of papers produced by the Council on the Church-Related College. Nashville: United Methodist Church Board of Education, 1971. 105 pp.

These seven essays are more concerned with "whether" and "why" than with "how to." They examine the church-related college from the viewpoints of the church, society, and the college itself, concluding with a discussion of the role of these institutions in the next decade. In the final paper, Bender emphasizes the church college as a learning community concerned with value-oriented education and individual creativity. He offers few suggestions for handling the financial problems of church colleges, but champions these institutions as the most important alternative to state-related, tax-supported colleges.

8. BONHAM, GEORGE W. *New Designs for Liberal Arts Colleges, Workshop Conferences to Foster Innovation in Higher Education*. Winter Park, Colo.: Union for Research and Experimentation in Higher Education, 1966. ED 014 305. 82 pp.

After general remarks on innovations in education over the years, representatives of six new liberal arts colleges describe the programs of their institutions. Bonham outlines a "beachhead college" with flexible enrollment lasting from a few weeks to a year. He compliments Hampshire for its experimental, cooperative relationship with surrounding institutions, and Oak Ridge for its goal of the knowledgeable generalist.

9. BREWER, JUNE H. "In Defense of the Black Colleges." *Journal of the National Association of Women Deans and Counselors* 32 (Winter 1969): 59-62.

Black colleges offer basic tools for learning, opportunity for leadership, and a somewhat marketable degree. But their mediocrity is undeniable

and will continue for some time. More dynamic leadership and greater emphasis on teaching and learning are needed.

10. BRICK, MICHAEL, and MCGRATH, EARL J. *Innovations in Liberal Arts Colleges*. New York: Teachers College Press, Columbia University, 1969. 173 pp.

The creative circular, instructional or administrative practices of approximately 900 institutions are described along with criteria for institutional innovation. Case studies of Pfeiffer College in North Carolina, San Francisco State College, Fairhaven College in Washington, Albion College in Michigan, and Beloit College in Wisconsin indicate that innovation is not limited to prestigious colleges.

11. BRINKS, H. J., and EZELL, M. D. "The Rationale for Denominational Colleges and Universities: Positive or Negative?" *University College Quarterly* 15 (May 1970): 12-17.

This discussion of the pros and cons of church-related institutions, especially in terms of academic freedom and environment, concludes that colleges that play the most meaningful role are free of public financing, as well as independent of a sponsor group. It is questionable whether colleges controlled by a religious group can provide an environment that nourishes spiritual qualities, particularly if they stifle academic freedom, negate the theory of evolution, and promote certain political philosophies.

12. BUELL, HAROLD LLOYD. "Parsons College: A Decade of Transition." Ph.D. dissertation, Florida State University, 1966. Order No. 67-6462. 221 pp.

Parsons College was in serious trouble in 1955 but its circumstances had changed by 1965. The changes were due to revised admissions policies and teaching methods, a trimester plan, and finance growth from income from students. If Parsons can redirect its energies, so can other institutions. This research was done before Parsons ran into accreditation difficulties. (It has subsequently filed for bankruptcy.)

13. CHAMBERLAIN, PHILIP C., and SHILLING, ROY B., JR. *Private Liberal Arts Colleges and Their Changing Purposes*. Bloomington: Indiana University School of Education, 1967. ED 029 561. 36 pp.

Private liberal arts colleges are beset by a crisis of identity over their distinctive educational role. If they are to continue as a unique sector of higher education, they must find ways to recover or redefine their mission. In the past these colleges have adopted, because of their humanistic tradition, a perspective ingrained in American educational thought, and can again adapt to new social needs.

14. CLARK, BURTON R. *The Distinctive College: Antioch, Reed, and Swarthmore*. Chicago: Aldine Publishing Co., 1970. 280 pp.

Antioch, Reed, and Swarthmore have developed a distinctiveness that has persisted over generations. The key to understanding them is in their separate myths on cultural norms, which have provided a continuing ethos. Antioch's transformation from near bankruptcy to vigor through the vision of Arthur Morgan and the experiences of Reed and Swarthmore should inspire other struggling institutions to develop unique missions.

15. HARRISON, E. C. "Improving Negro Colleges." *Phi Delta Kappan* 48 (February 1967): 296-98.

Weaknesses in present programs to improve Negro education are due to fragmentation, the assumption that Negro colleges are inferior, failure to recognize the changing role of these colleges, and exclusion of college personnel from participation. These colleges must now be reoriented to serve the national community. This goal will require the coordinated effort of many forces, especially the personnel of the concerned colleges.

16. HAYWARD, SUMNER C. "The Liberal Arts College in a World in Transition." *Liberal Education* 51 (December 1965): 486-96.

Is the liberal arts college dying, as Jacques Barzun asserts? The demand for professional training plus the general education movement are extinguishing the need for liberal arts training. But unprecedented developments in communications, universal education, space exploration, and industry, plus the rise of the nonwhite man and the deliberate alteration of heredity, learning and memory require leadership that technical training alone cannot provide. Four essentials of a liberal arts education are given.

17. HEFFERLIN, JB LON, *Dynamics of Academic Reform*. San Francisco: Jossey-Bass, 1969. 240 pp.

In a study based on surveys and personal interviews at 110 representative universities and colleges, Hefferlin examines the elements in institutions that resist change and explores some important institutional factors in American higher education that affect reform proposals. Chapter titles are "Problems of Reform," "Processes of Reform," "Changes in Curriculum," "Agents of Change," "Correlates of Dynamism," and "Sources of Reform."

18. HENDERSON, ALGO D. *The Innovative Spirit*. San Francisco: Jossey-Bass, 1970. 308 pp.

Henderson is primarily concerned with innovations in the broad spectrum of higher educational effort in the U.S. His remarks apply generally to college teaching and learning. Chapter 7 focuses on the liberal arts college and its role. Henderson concentrates throughout on needed changes: general education in the small college should fuse world cultures; the study

of history should shed light on the present and unify the humanities and social and natural sciences; a broad divisional organization is more appropriate at the undergraduate level than one fragmented by departments.

19. HOTCHKISS, WESLEY A. *Neo-Monachism: A Coming Role for Church-Related Higher Education*. Washington: Association of American Colleges, 1970. ED 047 656. 9 pp.

The church-related undergraduate college of the liberal arts and sciences will be compelled to move toward neo-monachism if it is to pursue seriously its historically proclaimed goals of liberal education. The private college of general education must seek spiritual seclusion if it is not to succumb to the dominance of technique.

20. JENCKS, CHRISTOPHER, and RIESMAN, DAVID. *The Academic Revolution*. Garden City, N.Y.: Doubleday and Co., 1968. 580 pp.

Although this sociological and historical analysis covers American higher education from the universities to the community colleges, three chapters are of particular interest to small colleges. Chapter 8, "Protestant Denominations and Their Colleges," traces the history and gradual secularization of many church colleges, as well as the retained distinctive religious character of others. Most Protestant colleges will struggle on for a century or more. Chapter 9 presents an extended analysis of Catholic higher education, while Chapter 10 devotes 73 pages to the Negro colleges.

21. KEETON, MORRIS. "The Climate of Learning—Implications for the Ten-College Study." *NASPA* 5 (October 1967): 124-29.

A good liberal arts college will expand student-faculty exchanges, serve a varied student body, encourage faculty concern with educational and public problems, experiment with curriculum, and make the best use of its particular resources to ensure a unique program.

22. ———. *Models and Mavericks: A Profile of Liberal Arts Colleges*. New York: McGraw-Hill Book Co., 1971. 191 pp.

This study, prepared for the Carnegie Commission on Higher Education, focuses on private Protestant-controlled colleges whose primary task is to offer baccalaureate studies. It emphasizes the distinctive philosophy and resources of these institutions, produces vignettes of exceptional private colleges, and suggests ways to achieve a quality program. In addition to increases from internal economic efficiency, private colleges must receive aid from public sources and, at the same time, assume greater public accountability. The book offers more on policy objectives than on means of achievement.

23. ———, and HILBERRY, CONRAD. "Liberal Arts Colleges: A Call to Leadership." *Journal of Higher Education* 39 (October 1968): 361-65. Issues of leadership, choices of mission, communication productivity,

behavioral change in students, and institutional design are discussed in an article that includes views presented in *Struggle and Promise: A Future for Colleges*. Each college must define its mission, encourage communication among its constituents, and open decisionmaking. It must insist on productivity and maintain a balanced and reasonably designed program.

24. ———, and HILBERRY, CONRAD. *Struggle and Promise: A Future for Colleges*. New York: McGraw-Hill Book Co., 1969. 444 pp.

Profiles of 12 liberal arts colleges show how they developed, their successes, and trends that will affect their futures. The generalizations apply to many small colleges. Institutions with a sense of special mission or a unique educational program will face a brighter future than nondescript institutions. A good college will engage in educational opportunity beyond its campus boundaries, admit different types of students and give them varied responsibilities, maintain a competent faculty, individualize learning, and hold a complexity of purposes to enliven learning.

25. KOELSCH, WILLIAM A. "Should the 'Christian College' Survive?" *Soundings* 52 (Summer 1969): 218-32.

Searching for a viable meaning for the term "Christian College," Koelsch suggests that a new conceptualization is needed to include the domains of faith, social concern, scholarship, and the stewardship of Christendom's resources. The survival of small, religiously oriented colleges will depend on the capacity of their leadership to adjust and fashion programs both practical and imaginative. In his arguments Koelsch interacts with the ideas of Harvey Cox, Christopher Jencks, David Riesman, and the Danforth report on 800 religious colleges.

26. KOERNER, JAMES. *The Parsons College Bubble: A Tale of Higher Education in America*. New York: Basic Books, 1970. 236 pp.

Koerner traces the sequence of policies and events that enabled Millard George Roberts to lift Parsons College from obscurity in 1955 to national controversy in higher education, followed by loss of accreditation in 1967. The emphasis is on Roberts, his personality, and the innovational strategies he used to lift Parsons to prominence and a position of fiscal strength. The process used by the North Central Association to remove accreditation is carefully scrutinized. (Parsons College has recently filed for bankruptcy.)

27. LEHRER, STANLEY, ed. *Leaders, Teachers, and Learners in Academe: Partners in the Educational Process*. New York: Appleton-Century-Crofts, Educational Division, Meredith Corp., 1970. 565 pp.

A selection of essays that appeared in *School and Society* over the years presents many articles on administrators, faculty, and students, as well as the small college, the liberal arts college, and the church-related college. While they present no new departures, these essays place the small college in context in American higher education.

28. LEMELLE, TILDEN J., and LEMELLE, WILBERT J. *The Black College: A Strategy for Relevancy*. New York: Frederick A. Praeger, 1969. 158 pp.
Current situations in which black institutions must function are assessed. A program is suggested to make education at these institutions more effective.
29. LETTER, SIDNEY S., ed. *New Prospects for the Small Liberal Arts College*. New York: Teachers College Press, Columbia University, 1968. 125 pp.
These essays touch topics critical to the economic survival and enhanced contribution of small colleges: financial booking, measuring excellence, library development, interinstitutional cooperation, and campus governance. An essay by Victor E. Frankl, "The Task of Education in an Age of Meaninglessness," discusses the existential vacuum in which many college students live.
30. _____. *The Time Has Come*. New York: Teachers College Press, Columbia University, 1970. 111 pp.
Papers presented by nine scholars at the Conference of Presidents of Independent Liberal Arts Colleges held at Temple University concern key issues in college leadership for future effectiveness. Pertinent chapters are "Student Power: Some Reflections on Decision-Making in Colleges and Universities"; "The Future of the Physical Sciences in the Liberal Arts College"; "The Institutional Functioning Inventory: Development and Uses"; "The Impact of Public Junior Colleges and Private Institutions"; and "Public Monies and Independent Colleges."
31. MAYHEW, LEWIS B. *Colleges Today and Tomorrow*. San Francisco: Jossey-Bass, 1969. 255 pp.
An overview of higher educational developments in the midst of the sweeping societal changes since World War II, precedes predictions for higher education in 1980. Extrapolating the predictions from present tendencies, Mayhew claims that there is still time to make the changes necessary to avoid higher educational calamity. Chapter 14 points out the decline in general education but calls for renewed efforts to make it present-oriented, skill-developing, and unlike graduate study.
32. MCCOY, CHARLES S. *The Church-Related College in American Society*. Washington: Association of American Colleges, 1970. ED 047 654. 17 pp.
"What will be lost to American society and the churches if church-related colleges sever their denominational ties?" Recognizing the secular and public demands on the church-related institutions, the author advocates that the colleges fulfill their mission by countervailing the power of state-supported higher education and educating middle-ability and disadvantaged students for social involvement. The Christian heritage is maintained in working for the common good.

33. MCGEE, REECE J. *Academic Janus: The Private College and Its Faculty*. San Francisco: Jossey-Bass, 1971. 184 pp.

McGee examines the professional behavior of the faculties of 11 prestigious colleges and the larger program features of these institutions. After interviewing a number of professors at midwestern liberal arts colleges who had been active in the labor market, he concludes that professional mobility is not extensive in these institutions. Although he recommends that the colleges change to survive, he favors a research-oriented faculty and academic disciplines retaining curricular focus.

34. MCGRATH, EARL J. *The Liberal Arts Colleges and the Emergent Caste System*. New York: Teachers College Press, Columbia University, 1966. 69 pp.

These essays clarify the place of the independent liberal arts college on the American higher educational scene and suggest changes in practice necessary for its future. Colleges should not copy universities with highly specialized departments and research faculty. Two essays deal with the college itself, the third with outside social and political forces that affect its life.

35. _____. *The Predominantly Negro Colleges and Universities in Transition*. New York: Teachers College Press, Columbia University, 1965. 204 pp.

Finding many Negro colleges in the same predicament today that numerous small liberal arts colleges were in a decade ago, McGrath surveys institutional patterns, admissions policies, curricula, counseling, faculties, and administrations to offer recommendations for strengthening Negro institutions, e.g., upgrading faculty and increasing fiscal strength.

36. _____. *What Does the Small College Have to Sell?* Paper read at a meeting of the Council for the Advancement of Small Colleges, Santa Fe., N.M., August 1968. ED 026 014. 16 pp.

Enough evidence exists to claim that a college's small size makes possible the achievement of certain educational goals unattainable in large institutions. The aim of a small college should be education for a fuller life gained in a humanistic and personalized context.

37. _____. "Will the Independent Liberal Arts College Survive Present and Future Pressures?" *College and University Business* 40 (January 1966): 52-55.

Maintaining private liberal arts colleges through state and federal grants is in the public interest. The small colleges need to attract faculty whose first concern is teaching, not research or consultation. Limiting the curriculum to sound basic instruction in the liberal arts, with more students in fewer courses, provides more funds for higher faculty salaries. Liberal arts colleges offer a broad education to back up specialized training, and to produce an informed citizenry and well-rounded individuals, while fostering critical thinking.

38. MILLETT, JOHN D. "The Liberal Arts College—Coming or Going?" *Liberal Education* 51 (May 1965): 221-28.

The separate liberal arts college, independent of a university and government, is challenged by the glamour of graduate school, the expense of a small institution and the definition of higher education. The liberal arts college today should maintain the generalist's educational integrity.

39. PATTILLO, MANNING M., JR. "The Small College: The Challenge Ahead." *CASC Newsletter* 10 (May 1966): 3-5.

Public interest in higher education tends to be less oriented toward liberal arts than toward science. Institutions are losing their individuality; small colleges can restore the more valuable traditions of the 19th century liberal arts colleges, contributing perspective and a spirit of civility for society.

40. _____, and MACKENZIE, DONALD M. *Church-Sponsored Higher Education in the United States*. Washington: American Council on Education, 1966. 309 pp.

This overview of the purpose and position of church-affiliated colleges in American higher education touches 817 colleges with relationships with 64 religious bodies. Church colleges should become more experimental in their approach to learning, living, and leadership on campus. This change may entail restructured administrative forms, better institutional cooperation, a clarified statement of objectives and philosophy, and intellectual leadership for church constituencies.

41. PETERSON, CHARLES E., JR. *The Church-Related College: Whence Before Whither*. Washington: Association of American Colleges, 1970. ED 047 653. 39 pp.

Peterson considers the history of church-related colleges in the United States: the importance of the denominational role in founding these colleges, the circumstances of their founding and growth, and financial support through affiliation with a denomination.

42. SWARTHMORE COLLEGE. *Critique of a College*. Swarthmore, Pa.: Swarthmore College, 1967. 461 pp.

Undergraduate education at Swarthmore is analyzed in reports from the institution's Commission on Educational Policy, Special Committee on Student Life, and Special Committee on Library Policy.

Curriculum and Philosophy of Education

43. ALBIN, RICHARD WAYNE. "The Purpose of Higher Education as Stated by the United Church of Christ and as Exemplified by Its Two Newest Church-Related Colleges: A Comparative Study." Ph.D. dissertation, University of Connecticut, 1970. Order No. 71-15954. 213 pp.

The purposes and operational practices of New College in Sarasota, Florida, and Prescott College, in Prescott, Arizona, are compared with the stated purpose of the United Church of Christ. Both institutions are committed to denominational ideals, but religious life and studies is the major area of weakness in both. The institutions are little different from totally secular colleges in many respects. The theological commitment to the United Church of Christ is in the background of the institutional life of the two colleges.

44. ARMSTRONG, JACK L. *An Interim Term Digest*. St. Paul, Minn.: Macalester College, 1969. ED 040 667. 27 pp.

Colleges and universities employing the 4-1-4 curricular approach were surveyed for possible uses of the interim term. The interim can have a single-theme program, different themes for each class, a special program for freshmen and varied programs for other levels, independent study, and a combination course-independent study program.

45. AVERILL, LLOYD J., and JELLEMA, WILLIAM W., eds. *Colleges and Commitments*. Philadelphia: Westminster Press, 1971. 236 pp.

Colleges and universities are committed to religious values and development in different ways. In a period of competition for support, can the institution of explicit religious commitment gain the resources necessary to survive? Twelve essayists contribute chapters ranging from "Objectivity vs. Commitment" to "Academic Excellence and Moral Value." Jellema's entry, "The Identity of the Christian College," deals with current anti-institutional attitudes among students and outlines a vital role for the Christian college, a locus for achieving "wholeness" in education.

46. AXELROD, JOSEPH. *Model Building for Undergraduate Colleges: A Theoretical Framework for Studying and Reforming the Curricular-Instructional Subsystem in American Colleges*. Berkeley: Center for Research and Development in Higher Education, 1969. ED 032 025. 321 pp.

In this report of a project on curriculum planning, a new language is developed to analyze and describe the curricular-instructional subsystem. The system emphasizes faculty-student interaction and grading. Axelrod, concentrating on the period 1958-68, analyzes the major grounds of dissatisfaction with the curricular-instructional system and describes major attempts at reform.

47. _____ *New Patterns in Undergraduate Education—Emerging Curriculum Models for the American College*. New Dimensions in Higher Education, no. 15. Durham, N.C.: Duke University, 1967. ED 013 340. 71 pp.

This literature review describes new models for undergraduate curricula and compares the purposes of these new models with the weaknesses of the old. It is crucial during the formative years to test and redefine the principles on which the new models are based and to judge the avenues by which these principles are put into practice. If the new models are widely followed, they will change the face of American undergraduate education.

48. BLACKBURN, ROBERT T. *General Education in Liberal Arts Colleges*. New Dimensions in Higher Education, no. 24. Durham, N.C.: Duke University, 1967. ED 013 348. 90 pp.

After assessing the status of general education in the liberal arts college, the author concludes that the future of general education will be contingent upon the future of the liberal arts college itself. Curriculum change will have to occur; many kinds of changes are now being initiated in various colleges. Change is being forced by economic pressures, more sophisticated students, and faculty mobility.

49. BLAKE, ELIAS, JR. et al. *Students Don't Just Want "The Answers": An Overview of the Thirteen-College Project*. Washington: Institute for Services to Education, 1969. 40 pp.

The Institute for Services to Education coordinated a total curricular reform, primarily attitudinal, of freshman classes for a consortium of 13 Negro colleges. Results showed students to be alert, questioning, and less passive after the reform.

50. BOMBERGER, JAMES ROHRER. "A Survey of English Scholarship to Discover and State Concepts that Should Be Introduced into a Freshman English Program at Eastern Mennonite College." Ed.D. dissertation, Columbia University, 1966. Order No. 66-10283. 228 pp.

Some 31 concepts in linguistics, communication, and rhetoric prove significant to teaching at the freshman level. A handbook explains the concepts to instructors of freshman English who have had little formal preparation in these three areas. To arrive at these 31 concepts, the author isolated key concepts from selected works of English scholarship. To confirm his selections, he sent a questionnaire to three experts in each of the three fields.

51. BURNETT, COLLINS W. and BADGER, FRANK W., eds. *The Learning Climate in the Liberal Arts College: An Annotated Bibliography*. Charleston, W. Va.: Morris Harvey College, 1970. 87 pp.

This annotated bibliography briefs major journal articles from 1950 to 1969 in the areas of liberal arts, curriculum, the teaching-learning process,

teaching methods, new media, and administration. Books, special reports, and pamphlets are listed.

52. "A CALENDAR TO MEET A CURRICULUM," *College Management* 1 (1966): 24-29.

In an interview, the director of St. Olaf College discusses the organization, problems, and advantages of the interim semester of the 4-1-4 program. The greatest advantage the interim offers is the opportunity to break away from course routines to experiment. Interim courses are proposed by the faculty. They are reviewed by department chairmen before they are accepted for the interim.

53. CALVIN COLLEGE. *Christian Liberal Arts Education*. Grand Rapids, Mich.: Calvin College, 1965. 96 pp.

The Calvin College curriculum is built around a comprehensive explication of the Christian liberal arts philosophy of education. The background for Christian higher education from antiquity to the present, as well as its foundations in current theological, cultural, and disciplinary scenes, is explored.

54. CHAPMAN, J. L. "Three Programs in General Education." *Journal of General Education* 20 (April 1968): 29-45.

The University of Minnesota, Amherst, and St. John's have three different approaches to general education. All three programs attempt to provide a learning experience that will enable graduates to contribute to society, but they differ in philosophical positions on education. General education is most effective when it places the student, rather than the subject matter, at the center of the educational process.

55. CHARLES, N. "The College Curriculum: An Annotated Bibliography of Recent Literature." *Educational Record* 46 (Fall 1965): 439-56.

This annotated bibliography of literature between 1960 and 1965 is preceded by a short review of recent curriculum developments. These books and articles of general interest are readily available to administrators and faculty committees. The subheadings are "General and Liberal Education," "Subject Areas," and "Special Programs and Students."

56. CHRIST-JANER, A. F. "Approaches to Curricular Revision." *Journal of Education* 19 (April 1967): 71-83.

The new liberal arts curriculum at Cornell College was developed and initiated to function within a total educational philosophy. These areas should be considered before the curriculum is changed: physical plant, faculty, students, budget, board members, curriculum, and risks. If these areas are not considered, the revision might fail. The Cornell case study illustrates solutions to problems of curricular change.

57. COLES, JAMES S. "The Bowdoin College Senior Program." *School and Society* 94 (April 1966): 182-83.

Bowdoin College seniors live in an independently operated complex and have a broad curriculum that includes seminars outside the student's major. The senior center encourages faculty-student interaction.

58. CONNORS, MANNING AUSTIN, JR. "Curricular Change and Innovation in Selected Church-Related Institutions of Higher Education." Ed.D. dissertation, Indiana University, 1971. Order No. 72-1539. 157 pp.

Researching selected southern Baptist colleges, the author studied institutional bulletins for the years 1961-71 to isolate curricular changes and interviewed deans to determine the dynamics involved. He concludes that adding to is more prevalent than curtailing curriculum. Few institutions venture into untried areas, although some try experimental programs. No individuals or groups are continually reviewing curriculum in the colleges. The short-term calendar allows more flexibility in pedagogy.

59. "CURRICULUM: EXPERIMENTAL COLLEGE RESHAPES LIBERAL ARTS." *College Management* 2 (March 1967): 34-37.

The cross-disciplinary concept of world order is the basis for a new approach to liberal arts curriculum. Revolutionary approaches to teaching are explained. Seven "provinces of knowledge" replace the traditional disciplines; for example, "arts and letters," "social sciences," and "behavioral sciences." To earn a degree, a student studies two provinces for 4 years. Students earn no grades and receive no credits. Classes are limited to 18.

60. "CURRICULUM REVISION AT UNION COLLEGE." *School and Society* 94 (Summer 1966): 261.

At Union College "distribution" requirements and survey courses were eliminated. The new program of "comprehensive education" requires all students to devote two out of nine courses in each academic year to wide-ranging exploration. The academic load is three courses a quarter. Every freshman and senior takes the same options. During the sophomore and junior years, there are a variety of options, but generally science majors take humanities or social science and vice versa. There are several introductory courses, each covering a specialized topic. Students combine sequences to form a major.

61. DEGAETANO, A. L. "Controversy on Group Requirements in the Liberal Arts." *Modern Language Journal* 52 (April 1968): 223-24.

The function and necessity of languages in a liberal arts institution are explained. The aim of a liberal arts college is to make life meaningful. Language is not only a means to knowledge but also represents in various degrees every aspect of the culture of a people; therefore, language requirements should not be changed.

62. *The Development of Doctoral Programs by the Small Liberal Arts College*. Brunswick, Maine: Bowdoin College, 1968. 191 pp.

A symposium at Bowdoin College in April 1967 was used by many educators to discuss their views on the development of doctoral programs for small liberal arts colleges.

63. DRESSEL, PAUL L. *College and University Curriculum*. Berkeley: McCutchan Publishing Corp., 1968. 232 pp.

An extensive explanation of college curriculum covers issues, basic considerations, structure of knowledge, developments and trends in liberal education, instruction, and evaluation. Dressel emphasizes the importance of well-planned educational goals, continuing review, analysis, and control of curricular development. The book provides a structure for the study of curriculum and a pattern for the solution of problems.

64. _____, and DELISLE, FRANCES H. *Undergraduate Curriculum Trends*. Washington: American Council on Education, 1969. ED 028 695. 83 pp.

An analysis of the 1957-67 catalogs of 322 U.S. colleges and universities determined the range and frequency of prevailing undergraduate curricular practices. The major curricular changes are in individualization, study abroad, work-study, community service, honors, independent study, and comprehensive examinations. In most cases, requirements are restated in terms of new organizational patterns and course offerings updated to include new disciplines.

65. ENGEL, ARTHUR. "An Evaluation of the Teacher Education Program at Huron College." Ed.D. dissertation, Colorado State College, 1965. Order No. 65-14809. 213 pp.

The author obtained criticisms and recommendations for the teacher education program (course and personnel services) at Huron College in South Dakota. With background knowledge of the students, he evaluated the data and recommended revisions or continuation of practices regarded as valuable. The study used questionnaires to graduates and administrators. Two-thirds of the graduates considered on-the-job teaching important in making them effective teachers. Recommendations include increased length and scope of student teaching, better guidance and counseling, and greater variety of teaching procedures in methods classes.

66. FITCH, PHILLIP ARTHUR. "A Study and Evaluation of Certain Aspects of the Secondary Education Programs of Five Denominational Liberal Arts Colleges." Ed.D. dissertation, University of Idaho, 1967. Order No. 67-13716. 381 pp.

A descriptive and normative study compares the secondary education programs of five Nazarene denominational colleges, identifying the strengths and weaknesses on the basis of standards of accrediting bodies, studies

directed to secondary teacher preparations, and guidelines of professional associations and councils. Among the colleges studied were Bethany Nazarene (Oklahoma), Northwest Nazarene (Idaho), Olivet Nazarene (Kankakee, Ill.) and Pasadena College (Calif.)

67. GALVIN, JAMES MICHAEL, C.M. "Secularizing Trends in Roman Catholic Colleges and Universities, 1969-1970," Ed.D. dissertation, Indiana University, 1971. Order No. 72-1545. 124 pp.

Secularization is movement toward resemblance to non denominational counterparts and diminution of denominationalism in an institution. Data from 74 percent of the 268 institutions surveyed indicate that Roman Catholic institutions shared a common experience of secularization from 1960 to 1970. A lower density of Catholics was found among student bodies, faculties, and trustees; and fewer clerics were in positions of influence. Other indexes substantiate the secularizing tendency.

68. GOLD, MILTON. *Programs for the Disadvantaged at Hunter College*. New York: Hunter College, 1967. ED 020 272. 2 pp.

Hunter College in New York City offers training for teachers of the disadvantaged: specialized courses, programs for teachers of Puerto Rican children, and National Defense Education Act institutes on reading improvement, urban education, science, English, and Head Start personnel training. The education department has also participated in a project to help disadvantaged students gain admission to city colleges.

69. GRAHAM, JEWEL. *The Antioch Program for Inter-Racial Education—The First Three Years*. Yellow Springs, Ohio: Antioch College, 1967. ED 015 965. 38 pp.

The Antioch program for interracial education tests the assumption that disadvantaged high school students with a potential for academic work would benefit from a college career at Antioch and would also contribute to the college. In addition to the program's purposes, selection process, and preparatory efforts with students lacking academic skills, this report describes the background of the students in terms of race, sex, financial need, socioeconomic status, and scores on ability tests. Since data are still being gathered, an analysis of the experimental program is premature.

70. GRANT, DONALD PHILLIP. "An Analysis of the Music Curricula of Selected Church-Related Colleges in California." Ed.D. dissertation, University of Southern California, 1965. Order No. 65-10091. 166 pp.

This survey of the current policies and practices of music departments at 32 colleges develops guidelines and principles that may assist the small liberal arts college. The curricular patterns identified may assist institutions in their efforts to qualify a music curriculum. Data were collected from interviews, questionnaires, and college catalogs. The California colleges think an increased enrollment would enrich the music curriculum and allow the departments to play a more vital role in the life of the college. Many

institutions should reevaluate their approach to the faculty and sponsor more performance groups. The colleges should investigate more scholarship aid for qualified students.

71. GRIMES, JAMES W. *A Survey of Research Needs of the Visual Arts Departments of Small Liberal Arts Colleges in Ohio and the Midwest*. Granville, Ohio: Denison University, 1967. ED 010 426. 53 pp.

The visual arts departments of 53 small, midwestern liberal arts colleges were surveyed to determine basic research needs so the developmental role of the visual arts in small college curricula could be better defined. Two basic conflicts appear: academic versus creative education and art appreciation versus professional training. A National Liberal Arts College Association in the Visual Arts should be established.

72. GUTHRIE, ROBERT V. et al. *Feasibility of Urban Service Opportunity and Curricular Amplification: "The St. Louis Project."* Washington: Department of Health, Education, and Welfare, 1968. ED 026 979. 86 pp.

It is feasible for a small college located some distance from a city to establish a residence unit within a slum or transitional area of that city. A small college can successfully initiate and implement such an urban residence program without capital outlay. Cost of the project, geographic area, and site are analyzed. Course structure, social service opportunities, and administrative problems are discussed.

73. HARDWICK, HARRY THOMAS. "A Curriculum for a Small Church-Related College." Ed.D. dissertation, New York University, 1969. Order No. 69-21212. 251 pp.

The new curricular program for the St. Paul Bible College is based on the educational policies of the Christian and Missionary Alliance, the academic interests of CMA young people, and the principles for curricular development of selected liberal arts colleges and accrediting associations. Data were obtained from questionnaires sent to CMA young people and from records. CMA young people are interested in more liberal arts colleges, while the liberal arts colleges are interested in specialized programs and curricular flexibility. The proposed curriculum could be adapted for another small church-related college.

74. HARVEY, JAMES. *Reforming Undergraduate Curriculum: Problems and Proposals*. Washington: ERIC Clearinghouse on Higher Education, 1971. ED 048 518. 18 pp.

Implementing curricular reform has its difficulties. Harvey details current proposals for reform and practices on numerous campuses. The annotated bibliography is useful. A section on current institutional programs reviews curricular developments at Antioch, Beloit, Carleton, Colorado College, Concordia, Florida Presbyterian, Hampshire, Stephens, and Swarthmore, among other institutions.

75. HAWKES, CAROL. *Master's Degree Programs and the Liberal Arts College. Report and Recommendations for Finch College*. New York: Finch College, 1967. ED 019 300. 180 pp.

The need for graduate programs, types of master's degrees offered, and administrative policies and standards at Finch College are discussed in Part 1. Part 2 analyzes the MA-3 degree, a three-year master's program that begins in the junior year; master's degrees in education; and master's degree programs abroad. Part 3 is recommendations: Finch College should institute both an MS in Education and an MA degree program in two or three academic subjects.

76. HEALY, G. R. "Extending the Academic Year: The Bates Four-Thirds Option." *Liberal Education* 51 (October 1965): 361-65.

This experiment in calendar revision avoids the difficulties of a year-round operation but still accommodates more students within the existing collegiate facilities. The plan is called a Ten-Month's Calendar, two semesters and an eight-week short term. A student can go to the short term and graduate in 3 years or not go and graduate in 4 years. Tuition is annual, so it is cheaper for the student to graduate in 3 years.

77. HIPPS, GARY MELVIN, SR. "The Status of the Freshman English Programs in the Four-Year Colleges in North Carolina." Ed.D. dissertation, Duke University, 1965. Order No. 65-14089. 275 pp.

Forty-one colleges in North Carolina were surveyed about all phases of their freshman English courses: purpose, methods, standards, freedom for the teacher, remedial work, and provisions for advanced students. The major purpose of the freshman English course is to improve writing skills, although study of literature and language is stressed. Schools attended primarily by Negroes spend more time on language. The CEEB-SAT is the major entrance test. Most instructors are free to plan their own courses within certain standards. Over half the institutions provide for advanced students through an advanced-placement program, exemption and honor courses, or honor sections.

78. HOMANN, FREDERICK et al. *Proposal for a Revised Curriculum in the Day Division*. Baltimore: Loyola College, 1969. ED 043 303. 31 pp.

A 4-1-4 system can serve a variety of curricular approaches. This report discusses the advantages and implications of the program, the problems—including grading transfer students and failing students—and the principles for dealing with core curriculum. Courses required in the core curriculum, model programs for different fields, possible divisional areas, and specific proposals for the 4-1-4 program are listed.

79. HUMPHREY, WARREN BENJAMIN. "Analysis of Opinions of Bible College Administration Concerning Selected Issues of College Curriculum." Ed.D. dissertation, Syracuse University, 1965. Order No. 66-6209. 243 pp.

Through the use of the questionnaire, opinions were sought on curriculum development in terms of practice and in terms of new directions for selected institutions. The colleges are alert to current educational problems and their impact. They are also aware of the need for curriculum change when such change is consistent with their special purposes.

80. *The Interim Semester Program, 1969-1970*. Reading, Pa.: Albright College, 1968. ED 031 149. 22 pp.

Albright College's interim semester program was inaugurated in the academic year 1969-70. The purposes are to introduce innovation into the curriculum and to provide students and faculty with new learning experiences. This program follows the 4-1-5 calendar plan, where the student takes four courses in the fall, one during the interim, and five in the spring. A student must participate in three interim semesters in 4 years of study.

81. JARRAD, N. E. "Liberal Arts Language and Literature Programs." *College English* 26 (1965): 397-98.

A cumulative and sequential liberal arts curriculum that stresses reading, research, and writing was developed at Asheville-Biltmore College. The advantages of the approach lie in the reduction of duplicated work and in the increase in understanding achieved by relating separate courses.

82. JARRETT, J. L., and DANGERT, S. M. "Experiment at Oglethorpe: The Oglethorpe Idea." *Educational Forum* 31 (November 1966): 51-61.

The experiment in curricular change at Oglethorpe was organized according to functions of citizenship, science, human understanding, business, and community service, rather than built around disciplinary departments. There was an implicit agreement on the part of the teachers to subordinate subject matter, courses, programs, and curricula to the aims and goals of the program.

83. KELLY, SISTER MARY OWEN, R.S.M. "A Survey Study of Art in General Education in Liberal Arts Colleges for Women in the United States." Ph.D. dissertation, University of Pittsburg, 1969. Order No. 69-19662. 117 pp.

According to questionnaires and interviews from 145 accredited 4-year liberal arts colleges for women, 93 require art in some form, either through course or in an integrated or fine arts program. The remaining 52 do not require art experiences for the general student, but do encourage art expression for all students. The content of the required course tends to be aesthetic in approach. New experimental thrusts in course content are concerned with development of sensitivity and perception in the student. The trend is toward more multimedia, multisensory courses in the future.

84. KYLE, IRVIN FRANCIS, JR. "The Influence of the Departmental-Disciplinary Structure of Liberal Arts Colleges on Developing Interdisciplinary Programs in the Humanities." Ph.D. dissertation, University of Toledo, 1970. Order No. 71-7879. 270 pp.

Focusing on eight liberal arts colleges in northern Ohio and southern Michigan, this study explores the impact of departmentalization on interdisciplinary programs in the humanities. Literature describing departmentalization at universities has little applicability to small colleges. Colleges have no insurmountable obstacles to interdisciplinary programs, but programs are more likely to come from a small group of interested faculty than from departments themselves.

85. LARSON, CARL H. "A Fail-Safe Program for the Liberal Arts College." *Peabody Journal of Education* 46 (May 1969): 355-57.

A college curriculum that allowed students to progress at their own rate and set their own standards for accomplishment would produce success-oriented students of greater academic maturity. Under this fail-safe program, the student would receive one of our grades: A,B,C, or NC (no credit). If not satisfied, he could repeat a course by reenrolling and repaying his tuition. This program would reinforce honesty, since the fear of failure would be removed.

86. LEYDEN, RALPH C., ed. *The Basic Courses at Stephens, Revision and Projection*. Columbia, Mo.: Stephens College, 1966. ED 011 769. 123 pp.

For a broad general education, Stephens developed six basic courses that emphasize the relevance to modern life of central concepts in six intellectual fields. The six courses are General Humanities, Contemporary Social Issues, English, Basic Beliefs in Human Experience, Foundations of Natural Science, and Contemporary American Woman. This study reviews course descriptions, instructional methods, and student evaluation.

87. _____. *Ten Years of Closed Circuit TV at Stephens College*. Columbia, Mo.: Stephens College, 1966. ED 011 770. 138 pp.

An interdisciplinary course, "Ideas and Living Today," emphasizes critical thinking and relies on both discussion groups and televised lectures for instruction. This report evaluates the use of TV for the period 1955-65 through student and faculty reaction to the course and the program of instruction.

88. LORISH, R. E. "Politics of Curriculum Revision." *Journal of General Education* 17 (November 1966): 273-86.

Certain factors retard or promote curriculum revision. Curriculum revision is really an exercise in institutional decisionmaking, a process analyzed here. Suggestions helpful to revision include (1) allow adequate time; (2) give one person responsibility to direct the project; (3) be prepared to engineer consent; (4) keep everyone informed; (5) be ready with an institutional proposal on all questions and problems; and (6) do not "phase in."

89. MASON, ROBERT TODD. "The Role of Intercollegiate Athletics in Higher Education as Perceived by College and University Presidents Throughout the United States." Ed.D. dissertation, North Texas State University, 1969. Order No. 69-13224. 184 pp.

Some 983 college and university presidents were questioned about certain factors in the role of intercollegiate athletics in higher education: administration and control; athletic staff members: responsibility and qualification; financial consideration; intercollegiate competition for women; outside agencies, and publicity and public relations. The questionnaire used stated that intercollegiate athletics plays an integral role in the total educational picture. Administrators, coaches, and faculty should work together for an effective program.

90. MAYHEW, LEWIS B. *The Collegiate Curriculum: An Approach to Analysis*. Atlanta: Southern Regional Education Board, 1966. ED 014 790. 43 pp.

This study criticizes major thought about collegiate curricula and suggests principles by which curricular problems might be solved. A curriculum can be conceptualized by utilizing Dressel's mathematical model for curricular construction and a two-way chart that includes, on one dimension, the substantive areas of the curriculum and, on the other, the skills, traits, and attitudes necessary to use the substantive areas.

91. ————. *Contemporary College Students and the Curriculum*. Atlanta: Southern Regional Education Board, 1969. ED 028 731. 86 pp.

Devoted to the improvement of the undergraduate educational experience, the author offers suggestions for placing the student and his needs in the forefront of curriculum planning. Above all, he calls for flexibility. The educational experience of all students should include general or common studies, liberal or broadening studies, contextual studies, and a concentration. Other experiences are also needed, such as independent study, off-campus activities, and large group instruction. Students must learn to perceive reality and to inquire into subjects.

92. ————. "Liberal Arts and the Changing Structure of Higher Education." *Liberal Education* 51 (October 1965): 366-78.

New curricular problems in undergraduate education are created by the changing needs and values of society. Gradually, colleges are reasserting a concern for student values and character development, since data have revealed that the college experience is not making a definite impression on student lives. Before World War II, American education was dominated by Western tradition, but now it is beginning to accept non-Western materials.

93. MAYHEW, LEWIS B., and FORD, PATRICK J. *Changing the Curriculum*. San Francisco: Jossey-Bass, 1971. 188 pp.

Current curricular practices, today's student, innovations, and principles for solving curricular problems are the subjects of this book. Broad issues are emphasized. A dynamic new undergraduate curriculum must be established in all types of higher educational institutions. Curriculum should be based on human needs and structured to make educational sense to students and managerial sense to administrators. Attitudes toward curriculum are reforming but not radically.

94. MCINTOSH, HAROLD LEROY. "An Integrated Physics-Chemistry Course in a Liberal Arts College." Ph.D. dissertation, Oregon State University, 1969. Order No. 69-19911. 105 pp.

A control group of 94 students enrolled in general chemistry in three liberal arts colleges is compared with an experimental group of 83 students enrolled in an integrated physics chemistry course in Tarkio College. The control group was superior on tests, critical thinking, and knowledge of chemistry and physics.

95. MEZOFF, EARL ROBERT. "The Growth and Direction of the Curriculum in Selected Pennsylvania Liberal Arts Colleges Between 1954 and 1960." Ed.D. dissertation, Pennsylvania State University, 1965. Order No. 65-14773. 142 pp.

This questionnaire study looks at changes in the relationship of total course offerings to student enrollment in 16 selected Pennsylvania colleges, the level of course offerings at which proliferation and fragmentation have taken place, and changes in the relationship of average class size and average faculty salary. College curriculum has fragmented into specialized courses and courses have proliferated into sections. The average class size and average student-faculty ratio remain about the same, but salaries have increased. Colleges should not increase courses and sections to such a great degree, due to increased expenses.

96. NELSON, ALBERT LEROY. "A Study of the General Education Curricula for Teachers Offered by Selected Liberal Arts Colleges in Kansas." Ed.D. dissertation, University of Kansas, 1965. Order No. 65-11945. 286 pp.

Based on questionnaires sent to private Kansas college graduates, this study evaluates the nature and effectiveness of the general education curricula in church-related liberal arts colleges for elementary and secondary teachers. Numerous recommendations for general education programs for teachers include reorganizing general curriculum along divisional lines with courses extending throughout college years; conceding that the major is more important for a secondary than a primary teacher; putting greater stress on English, oral and written, and less stress on foreign languages.

97. NELSON, BONNIE. *Freshman English at Nine Institutions Which Have Eliminated the Traditional Course in Freshman Composition—Antioch, Elmira, Juniata, and Swarthmore Colleges, and Baker, Clark, Emory, Maryland, and Tulane Universities*. New York: Modern Language Association of America, 1968. ED 020 942. 29 pp.

For a report on college programs in freshman composition, the Association of Departments of English obtained syllabi and course descriptions from directors of freshman composition in 66 colleges and universities. The descriptions of freshman English courses here are from only nine institutions, but all nine have eliminated the traditional course. Reasons for eliminating composition are given for Antioch, Elmira, Tulane and Maryland.

98. NELSON, WILLIAM GEORGE. "A Study of Undergraduate Education in Selected Seventh-Day Adventist Colleges." Ed.D. dissertation, University of Southern California, 1971. Order No. 71-16429. 164 pp.

The most serious weaknesses and the most meaningful strengths of Seventh-Day Adventist higher education are isolated by students and teachers in California SDA colleges. There is dissatisfaction with teaching quality in SDA colleges; students want strong spiritual emphasis; educators are not leading students to high awareness of the value of SDA education. SDA education must become more vital and better known.

99. O'CONNELL, WILLIAM RAYMOND, JR. "The Curriculum Committee in the Liberal Arts College." Ed.D. dissertation, Columbia University, 1969. Order No. 70-4582. 125 pp.

Case studies illustrate the purposes, organization, and activities of the standing curriculum committees in seven Protestant colleges. Curriculum committees are inadequate. A new type of agency for curriculum development should represent both student and faculty, perhaps include a representative from the trustees' educational committee, and have a dean as executive officer. Case studies are based on campus interviews and institutional documents.

100. PRAUSNITZ, WALTER G. *The Concordia Freshman English Program*. Duluth: Minnesota Council of Teachers of English, 1966. ED 022 782. 7 pp.

At Concordia College, freshman English students are divided into several large lecture sections instructed via television and into smaller discussion classes where they work with individual teachers. Thus, small classes are possible at reasonable expense.

101. _____ et al. *Curricular Reform for Concordia College*. Moorehead, Minn.: Concordia College, 1969. ED 035 377. 376 pp.

The Curriculum Commission at Concordia reports on all aspects of the academic program and makes recommendations for improvement and reform. Educational technology, library, objectives, evaluation, students, and faculty all receive attention. Proposals to establish minority studies, interdepartmental majors, and student participation in academic planning are included.

102. REED, CAROLL E. *Conference on Critical Languages in Liberal Arts Colleges, University of Washington (April 1965)*. Seattle: University of Washington, 1965. ED 016 956. 65 pp.

A major aim of the Conference on Critical Languages was to reach a consensus among linguists, language teachers, and college administrators on introducing critical or neglected languages into the curriculum of small liberal arts colleges. Kalamazoo College reports on a program in which small groups of foreign language students study inexpensively at their own pace. Specialists in Arabic, Chinese, Hindustani, Japanese, Portuguese, and Russian summarize available material.

103. RICE, JAMES J. *The Liberal Arts—Past, Present, and Future*. Washington: Council for the Advancement of Small Colleges, 1967. ED 017 527. 4 pp.

Arguing for a more flexible curriculum and more sensitive teaching, Rice claims that the liberal arts have become more stylized than liberating. He criticizes the emphasis on teaching prepackaged facts instead of leading the student to seek knowledge. To impress the liberal arts curriculum upon students, teachers must be reeducated, the curriculum must be more flexible and relevant, and courses must emphasize methods of inquiry, nonverbal and contemporary.

104. SANFORD, NEVITT. *Where Colleges Fail: A Study of the Student as a Person*. San Francisco: Jossey-Bass, 1967. 256 pp.

In this broad statement of his philosophy of education, Sanford maintains that undergraduate colleges have promoted a restrictive concept of excellence and, thus, have limited the horizon of students. The development of students into mature, sensitive, socially responsible adults should be the primary mission of undergraduate education. Sanford calls for a broader objective than importing absorbable knowledge.

105. SMITH, BARDWELL L. "Education for Serendipity." *Educational Record* 49 (Fall 1968): 373-81.

Liberal arts colleges must realize that they cannot resolve the Berkeley-Sputnik crisis. The liberal arts structure must change to allow autonomy for the disciplines without creating educational anarchy.

106. _____, and PORTER, DAVID. "Carleton and Curricular Change." *Liberal Education* 54 (December 1968): 546-49.

After considering the options for curriculum reform, Carleton adopted the variable unit credit system. The par-foil option for one course per term is explained and previous, more traditional curricula reviewed. Now an instructor can extend the time for a course, increasing the credits or scheduling five-week-long courses for reading or research.

107. STIER, WILLIAM F., Jr. *Innovations in Higher Education*. Sioux City, Iowa: Briar Cliff College, 1970. ED 047 635. 18 pp.

Included in this review of innovations at Briar Cliff College in Sioux City are curriculum, instructional practice, student governance, services, and organization. A student editor interviews the academic dean about change within the institution. Specific changes within the Department of Health, Physical Education, and Recreation are noted.

108. TAMMINEN, PAUL G. *A Guide to Resources for Undergraduate Academic Reform*. Washington: American Council on Education, 1970. ED 044 086. 15 pp.

This bibliography lists many resources available for the study of undergraduate learning, curriculum, and instruction. The headings are: (1) Bibliographic Aids, (2) Periodicals and Newsletters, (3) Books, Articles, and

Reports, (4) Learning Technology, (5) Learning Teaching Approaches, (6) Individualized Learning, (7) Field Study, (8) Evaluation Practices, (9) Interdisciplinary Concerns, (10) Disciplinary Literature, (11) Process of Change in Education, and (12) National and Regional Organizations.

109. TEICHMAN, MILTON. *Marist College Experiment in Interdepartmental Freshman Composition*. Champaign, Ill.: National Council of Teachers of English, 1967. ED 021 871. 4 pp.

An experimental, noncredit program in composition was introduced at Marist College in 1964. The student writes six papers on topics assigned by his instructors in the six subjects he is studying. The reasons for adopting the program, methods of advising the students, and successes and failures are discussed.

110. TIPTON, CHELSEA. "Problems in Curriculum Design for Teacher Education in the Small College Music Department." Ed.D. dissertation, University of Oklahoma, 1967. Order No. 67-16491. 155 pp.

Staffing problems affect curriculum designs: These problems differ in large and small music departments. Staffing departments with persons with a broad combination of competencies is given primary attention. Staffing combinations are applied to model curricula that meet the certification standards of the National Association of Schools of Music and the state of Oklahoma. The curriculum of small music departments should emphasize a balanced teacher-student ratio.

111. TYACK, DAVID. "Small Colleges and Teacher Education." *School and Society* 94 (October 1966): 326-27.

Small college education departments have inherent limitations but the quality of instruction for teacher candidates can be improved. The author suggests ways for the small college to capitalize on its potential for individually educating future teachers. Recruiting philosophers, psychologists, and social scientists to teach education courses can raise the prestige of education in strong liberal arts colleges. Colleges should center their attention on training teachers of one level only.

112. WARNER, TIMOTHY MARCUS. "A Study of the Place of General Education in the Bible College Curriculum." Ed.D. dissertation, Indiana University, 1967. Order No. 68-4758. 165 pp.

Bible college education lacks a coherent and consistent grasp of the meaning of general education and its relationship to biblical and professional education. Bible colleges must be careful not to succumb to the contemporary trend to emphasize professional competence over personal and intellectual competence. Bible college educators face the problem of demonstrating that a student can acquire an adequate education, general and professional, in 4 years. This study analyzed catalogs from 41 colleges of the Accrediting Association of Bible Colleges. A check list on general education was also administered to deans of the colleges.

113. WHITLEY, STERLING DEAN. "Philosophy and Practice in Methodist Senior Colleges in North Carolina." Ed.D. dissertation, Auburn University, 1965. Order No. 66-2852. 305 pp.

Six Methodist senior colleges in North Carolina were investigated to identify their philosophical ideas and to learn how these ideas were implemented in practice. Generally, practices and philosophies of education coincide and are approved by students and faculty. An effort should be made to improve the quality of students and faculty, physical plant, and religious exercises. The philosophies of the colleges should be defined so they can be understood by all concerned.

114. WILLIAMS, FRANKLIN EDMUND. "Music Instruction in the Colleges Affiliated with the American Lutheran Church; An Appraisal and Proposed Plan for Improvement." Ed.D. dissertation, University of Illinois, 1969. Order no. 70-1019. 220 pp.

The programs of 11 four-year colleges affiliated with the American Lutheran Church are analyzed to ascertain the educational aspirations of the institution, the needs of the student body, and future needs. Improvements are suggested to enable these institutions to make the most effective use of their physical, financial, and personnel resources. To reach the general student body, the departments of music should have more performing groups, a greater variety in the literature performed, applied music study available for instruments such as the guitar, and courses in popular musical trends.

115. WORTMAN, HAROLD RANDALL. "A Critical Analysis of the Student Teaching Program in Music in Selected Midwestern Liberal Arts Colleges with Specific Application to the Program at Sioux Falls College, South Dakota (Research Study, No. 1)." Ed.D. dissertation, Colorado State College, 1965. Order No. 65-10022. 318 pp.

Based on interviews and questionnaires from student teachers comparing teachers and administrators, this study investigates the basic philosophies of student teaching programs and the relationship of actual practice to these philosophies in selected midwestern colleges. There is general agreement on the philosophies and the usual discrepancies in implementation. Recommendations are made for Sioux Falls College. Music faculty members should help make student teaching assignments in music and guidance, and teachers with experience in public schools should supervise student teachers.

Pedagogy, Teaching, and Learning

116. BAPTISTA, ROBERT. "Change at Wheaton — Why NOT?" *North Central News Bulletin* 28 (March 1969): 1-14

A college dean sets forth for his faculty a wide range of possibilities for educating undergraduates. Among his suggestions are more autonomy for departments or their dissolution; new approaches to both faculty-student ratios and faculty-student counseling relationships; and new uses of media in instruction.

117. BEACH, LESLIE R. *Learning and Student Interaction in Small Self-Directed Groups*. Holland, Mich.: Hope College, 1968. ED 026 027. 78 pp:

At Hope College, all 54 students participating in self-directed study groups were secretly observed through a one-way mirror and given Bales Interaction Process Analysis by assistants. Effective and plentiful interaction occurred, confirming the value of self-directed study and indicating its feasibility in terms of needed instructors and classrooms.

118. BEACH, M. "Promoting Good Teaching in the Microversity: Some Problems Common to Young Faculty and Small Colleges." *Journal of Higher Education* 37 (June 1966): 301-6.

Problems encountered in small colleges include difficulty in promoting good teaching, and erroneous assumptions about research and quality. Suggestions for improvement include: (1) facilitate contacts between faculty and students, (2) each instructor should have a small class of seven to eight students every term; (3) faculties and students should be given help in meeting socially, and (4) young faculty should develop a professional commitment to the college.

119. CADY, J. W. "How Important Are College Grades?" *Journal of Higher Education* 37 (November 1966): 441-45.

A survey of all colleges in Arkansas, all Southern Baptist institutions, and all universities in the North Central Association of Colleges and Secondary Schools revealed that half of all grades given were *As* and *Bs*. Criticisms of the report are: (1) band, choir, and physical education grades are probably counted, (2) there is no distinction made in the number of hours of course credit for the grade, and (3) since admission standards are higher in some institutions, grades should be higher. These criticisms are refuted, but no answers or conclusions are given.

120. CENTRA, J. A.; LINN, R. L.; and PARRY, M. E. "Academic Growth in Predominantly Negro and Predominantly White Colleges." *Educational Testing Service Research Bulletin*, May 1969. 23 pp.

Weighted academic growth was measured and compared among students in seven Negro and seven white colleges. On the basis of SAT scores for freshmen and graduate record examinations for seniors, neither group

of colleges was more effective in student academic development. Within each group, there was considerable variation in academic effectiveness.

121. COOK, J. MARVIN, and NEVILLE, RICHARD F. *The Faculty as Teachers: A Perspective on Evaluation*. Washington: ERIC Clearinghouse on Higher Education, 1971. ED 054 392 14 pp.

Current methods for measuring and evaluating teacher performance are reviewed. A model to evaluate teaching effectiveness and a selected bibliography are presented.

122. COX, R. F. "Improvement of Instruction in 78 Colleges." *Improving College and University Teaching* 16 (Summer 1968): 165-66.

Among the most often used and most satisfactory devices, policies, practices, and procedures for improving instruction, the majority belong to (1) climate of instruction, (2) faculty involvement and democratic planning, and (3) provision of help for the faculty. More emphasis is needed on improved methods of teaching, visitation, observation, and alumni studies. High faculty morale is inherent in the improvement of instruction.

123. DEHAAN, ROBERT F. *The Use and Development of Programmed Materials and Media in Private Liberal Arts Colleges*. Detroit: Great Lakes College Association, 1966. ED 010 541. 372 pp.

The development and evaluation of programmed instructional materials for use in private liberal arts colleges demonstrated the value of having an association of colleges prepare and evaluate joint programs. Subject areas of the programs were poetry, logic, biochemistry, religion, and political science.

124. DOWELL, BOYD MAX. "The Effects of Various Teaching Methods upon the Self-Concept, Attitude Toward Psychology, Anxiety Level, Dogmatism Level, and Level of Achievement in General Psychology of First Semester Cedarville College Freshmen." Ph.D. dissertation, University of Tennessee, 1967. Order No. 68-3737. 185 pp.

Freshmen were placed in psychology classes with three kinds of instruction: lecture, discussion, and independent study. A control group not enrolled in general psychology was selected for comparison. Stronger students achieve higher grades in classes using discussion and independent study methods than in those using lectures. The control group students had poorer attitudes toward psychology than those enrolled in psychology classes. The independent study group became significantly more negative toward psychology than any other group.

125. DUBIN, ROBERT, and TAVEGGIA, THOMAS C. *The Teaching-Learning Paradox: A Comparative Analysis of College Teaching Methods*. Eugene: Oregon University Center for Advanced Study of Educational Administration, 1968. ED 026 966. 85 pp.

In a systematic reanalysis of data from almost 100 comparative studies of different college teaching methods, little evidence is found to indicate

any basis for preferring one method over another, as measured by the performance of students on course examinations. The need to establish clear and unequivocal links between theories of learning and teaching is vital. Research must move in new directions to find commonalities among all distinctive college teaching methods and to develop models of the teaching-learning situation.

126. EBLE, KENNETH E. *The Recognition and Evaluation of Teaching*. Salt Lake City: Project To Improve College Teaching, 1970. ED 046 350. 111 pp.

The recognition and evaluation of effective college teaching are of particular concern. The role of and instruments for evaluation of teaching practices are emphasized. A strong advocate of student evaluations, Eble offers models for student questionnaires to evaluate teaching. The appendix summarizes the pilot study in evaluation carried out at Princeton. A comprehensive 10-page bibliography is included.

127. ETTERS, E. M. "Tutorial Assistance in College Core Courses." *Journal of Educational Research* 60 (1967): 406-7.

This article evaluates a supplementary tutorial program at Parsons College, in which 345 students were categorized according to course load, advanced standing, and prior GPA. Utilization of tutorial assistance was in proportion to the composition of categories in the sample. The program was beneficial for all involved but most beneficial for low achievers carrying a reduced load.

128. KARLEN, ARNO. "The Hazards of Innovation." *Change* 1 (July-August 1969): 46-53.

Antioch College teachers and students entered a 3-year experimental program in which self-directed study utilizing tapes and programmed materials replaced lectures and requirements. A control group of 15 freshmen was included in the first-year program. At the end of the year the experimental group had completed the same amount of first-year required learning as the conventionally taught first-year students, and chose similar second-year courses. Considerable polarization developed among the faculty over the merits of the program.

129. LA FAUCI, HORATIO M., and RICHTER, PEYTON E. *Team Teaching at the College Level*. Elmsford, N.Y.: Pergamon Press, 1971. 168 pp.

The impact of selected team-teaching programs—their nature, scope, and administration—on developing curricula is analyzed. Some limitations of team teaching are lack of understanding and commitment, rigid structure, resistance to change, and necessity of preplanning. Some prospects are expansion of enrollment without depersonalization, interdisciplinary study of contemporary problems, and extension of the process of instruction into new contexts.

130. LEE, CALVIN B. T., ed. *Improving College Teaching*. Washington: American Council on Education, 1967. ED 019 303. 407 pp.

This document presents 49 essays on current issues and problems in college teaching. The six major topic divisions are: academic community, the academic man, quantity and quality of college teachers, teaching and learning, evaluation of teaching performance, and curricular reform. Within each topic division are short commentaries of one or two articles.

131. LITTON, MAURICE L. and STICKLER, W. HUGH. *College Teachers and College Teaching*. 3d Supp. Atlanta: Southern Regional Education Board, 1967. ED 015 544. 133 pp.

This annotated bibliography contains 1,363 entries on college and university faculty members and instructional methods. The general topic entries are: (1) general and reference, (2) recruitment and selection, (3) institutional status, (4) teaching conditions, (5) teaching methods-general, and (6) teaching methods-special fields.

132. MANION, SISTER PATRICIA JEAN. "Relation of Curriculum to Student Development." Paper read at the Council for the Advancement of Small Colleges Conference, Harrisonburg, Va., 1965

Modification or abandonment of formal grading and innovations in active learning may improve student learning. While all colleges cannot be experimental, some must try new approaches. Priority should be given to unifying principles rather than to mastery of details in teaching. Suggested teaching methods include lower division seminars, independent study, and involvement in community projects for credit.

133. MARSHALL, ANN. "Encouraging Creativity at Berea College." *Journal of the National Association of Women Deans and Counselors* 31 (Summer 1968): 182-86.

Berea College, a small liberal arts college in the Appalachian Mountains, has from its inception required that all students earn part of their expenses by working for the college. Creativity is encouraged throughout the program. Rewards are provided for those who show unusual creativity in carrying out work assignments. In academic courses, students are encouraged to produce publishable research. Student ideas for new courses are incorporated into the curriculum, and creative projects are encouraged in all fields.

134. MCKEACHIE, WILBER J. *Research on College Teaching: A Review*. Washington: ERIC Clearinghouse on Higher Education, 1970. ED 043 789. 20 pp.

This review of research on college teaching from 1924 to 1970 considers the effectiveness of class size, the lecture, independent study, discussion, and technological media. Methodological problems still persist in adequately measuring educational advance. Effective college teaching remains a complex business. The review offers tabular summaries and a five-page bibliography.

135. MCKENNA, F. S. "Programming Possibilities for Classroom and Laboratory." *Improving College and University Teaching* 16 (Winter 1968): 18-19.
Programmed instruction does not share the disadvantages of large lectures and TV instruction. Such criteria as test performance, long-term retention, student and instruction time, and student evaluation indicate that it can be an effective method. Possibilities for programmed instruction exist in independent study, as part of a lecture in bringing students to a prerequisite degree of competence for a course in review and evaluation for helping students to develop a scientific attitude and approach, and in an introductory laboratory.
136. MONLOUIS, WILMA D. *Higher Education Opportunities for High-Risk Disadvantaged Students: A Review of the Literature*. Washington: ERIC Clearinghouse on Higher Education, 1970. ED 035 787. 4 pp.
The programs described provide some guidelines for colleges and universities interested in establishing or already conducting programs for high-risk students. The review describes precollege preparatory programs, college, university and graduate programs, and methods for obtaining financial support for recruiting and compensation.
137. MORRIS, WILLIAM H., ed. *Effective College Teaching: The Quest for Relevance*. Washington: American Council on Education, 1970. 162 pp.
Current trends in college teaching and a critical review of current teaching methods are presented.
138. NELSON, TERRY. "Teaching and Learning at Kalamazoo College." Report to the Faculty Development Committee of Kalamazoo College, Kalamazoo, Mich., 1970. 56 pp.
Critical of much that passes for college teaching, Nelson examines major principles of learning and presents research data on viable alternatives to conventional teaching methods. He advocates interdisciplinary teaching in smaller instructional units.
139. PERRY, L. B. "College Grading: A Case Study and Its Aftermath." *Educational Record* 49 (Winter 1968): 78-84.
In 1947, Whitman College abandoned letter grades in favor of a pass-fail system that gave way to P (pass), H (honors) and HH (highest honors). In using this new grading system, the college faced problems with transfer credits, students applying to graduate school, and with only a few H or HH grades used. Whitman finally returned the traditional letter system after 15 years.
140. SACHLEBAN, CLYDE CLINTON. "An Analysis of Selected Background Variables Which Affect Success in Physics in Liberal Arts Colleges." Ph.D. dissertation, University of Iowa, 1967. Order No. 67-9096. 139 pp.

Certain high school and college background factors affect success in physics at private liberal arts colleges. This study sample was limited to those enrolled in the first physics course at Beloit, Coe, Cornell, Grinnell, Iowa Wesleyan, and Wartburg Colleges. The predictors included semesters of science and mathematics, size of high school graduating class, rank in the class, sex, SAT verbal and mathematical scores, college classification, and grade in college freshman mathematics. Some conclusions were: (1) high school rank is a predictor of success in physics, (2) the number of semesters of high school physics is important, (3) semesters of advanced mathematics are significant, (4) males do better than females in physics, and (5) SAT scores are predictive.

141. SMOCK, RICHARD, and KELLY, EDWARD. *The Evaluation of Collegiate Instruction: How to Open a Closed System*. Washington: American Educational Research Association, 1970. ED 046 329. 13 pp.

Similar instructional systems are operative at the department level at most American colleges and universities with certain functions and relationships of development and evaluative activities. Many of the systems are closed. One trait of such systems is limited use of the external and internal feedback messages. Educational evaluation must be characterized by the developer as part of a process that will lead to change; the initiation of this process occurs with the development of the client-problem statement.

142. *The Study of Collegiate Compensatory Programs for Minority Group Youth: A Selected ERIC Bibliography on Pre-College Preparation of Students from Disadvantaged Backgrounds*. New York: ERIC Information Retrieval Center on the Disadvantaged, Teachers College, Columbia University. 27 pp.

This annotated bibliography of entries from *Research in Education*, January 1965-April 1969, is a guide to programs for disadvantaged students. Compensatory programs are meant to be different from traditional educational practices, but they do not have lower graduation requirements. Among the programs are those at Antioch, Pomona, and Mount Holyoke Colleges.

143. THORNTON, JAMES W., JR., and BROWN, JAMES W., eds. *New Media and College Teaching*. Washington: American Association of Higher Education, 1968. ED 026 863. 185 pp.

New media and methods for college instruction are presented through examples from numerous collegiate institutions.

144. TROYER, LEWIS. "Grades Have Gone: What Then?" *Liberal Education* 56 (December 1970): 542-56.

A behaviorally oriented, performance-based evaluation system was adopted at the National College of Education, Evanston, Ill. The new system emphasizes individual growth rather than the "norm-referenced," traditional letter systems of grading. Examples of "competency requirements"

are given for several courses. Adoption of the new evaluation system, which is not a pass-fail arrangement, is rationalized. If necessary, students may have longer than one quarter to master course requirements.

145. WARREN, JONATHAN R. *College Grading Practices: An Overview*. Washington: ERIC Clearinghouse on Higher Education, 1971. ED 047 164. 29 pp.

Grading practices—traditional grades and their influence on students, faculty, administration, and society—are being altered to provide an educative tool that accurately reflects the many dimensions of administrative purposes. Selection of academic awards should be based on faculty nominations. While the author shows dissatisfaction with traditional grades, he does not offer specific recommendations for maintaining standards without them.

146. WHITESIDE, WILLIAM B. "The Will to Learn: Education and Community at Bowdoin College." Faculty report. Brunswick, Maine: Bowdoin College, 1970. 152 pp.

After a long period of educational conservatism, Bowdoin College in the 1960's substantially altered its curriculum and approach to learning by adopting the Senior Center program. This program is built around a new residential and academic pattern. Seminars in which a senior relates his disciplinary specialization to the larger world constitute the principal academic ingredient.

147. WILKERSON, DOXEY A. *Compensatory Practices in Colleges and Universities*. New York: ERIC Clearinghouse on the Disadvantaged, Yeshiva University, 1967. ED 011 908. 6 pp.

A number of compensatory efforts are under way to facilitate college entry and further the academic success of socially disadvantaged students. Some colleges and foundations recruit disadvantaged students who would not otherwise apply to college. Specific funds are earmarked to aid both talented students and academic risks. Some institutions have modified their admissions criteria, while others have a summer preparatory program for high school students. Remedial curricula do not improve academic performance. Compensatory programs must be systematically evaluated. A bibliography has more than 75 entries.

Libraries and Learning Resources

148. BALANOFF, N. "Stephens College: The James Wood Quadrangle." *Audio-visual Instruction* (February 1965): 122-24.

The Stephens College learning center is a development that seeks to incorporate more instructional technology into the teaching program. This article focuses on classroom systems, listing at the end other publications on the complete range of technological programming and systems at the learning center.

149. BLAKE, FAY. "The Library-College: Dying of Old Age at Thirty. A Personal View." *Wilson Library Bulletin* 44 (January 1970): 557-60.

Speeches given at a conference, "A Library Dimension for Higher Learning," are evaluated. Despite common assumptions, the library-college idea has not taken hold. The small college, the only institution where the library-college can be fully realized, is in decline.

150. _____. "The Library-College Movement." *Drexel Library Quarterly* 7 (July-October 1971): 175-88.

Attributes of the library-college include independent study with students using dial-access carrels, the "generic book," a bibliographically sophisticated faculty, flexible curriculum, a multimedia library with central location, and not more than 500-1000 students per library unit. A summary of colleges that have experimented with the approach is provided.

151. BUTTS, DAVID. *Reports from the Pasture: ETV at Jordanhill College of Education*. Elmsford, N.Y.: Pergamon Press, 1968. ED 025 962. 6 pp.

The head of the television production center at Jordanhill College tries to integrate television into all areas of instruction at the college.

152. ELLSWORTH, RALPH E. *Planning the College and University Library Building*. 2d. ed. Boulder, Colo.: Pruett Press, 1968. 145 pp.

A step-by-step guide to library planning offers data on the construction of libraries for different sizes and types of institutions. Of particular use are a chapter on problems to consider in designing any library building and an instructive bibliography.

153. FUSARO, JAN. *Additional Thoughts About the Library-College: Toward a College Without Walls*. Minneapolis: University of Minnesota, Department of Audio-Visual Extension, 1969. ED 031 197. 3pp.

The basic components of the library-college-learning method are independent study and individualized learning. The library-college is the learning mode of the future; it is the "college without walls." A student can tap resources outside the library walls through a nationwide computer.

154. _____. *The Library-College Concept: Toward a Twenty-first Century Learning Center Today*. Minneapolis: University of Minnesota, Department of Audiovisual Extension, 1969. ED 031 196. 3pp.

A library-college is completely library centered. Prerequisites for forming a library-college are: (1) a learning mode that has shifted from classroom to carrel; (2) books, films, and closed-circuit TV; (3) a library-minded faculty; (4) a democratic and leisure-oriented curriculum; (5) carrels for each student; and (6) a basic college enrollment of 500-1,000 students.

155. JOHNSON, HERBERT F., and KING, JACK B. "Information Systems Management in the Small Liberal Arts College." *College Research Libraries* 30 (November 1969): 483-90.

The National Science Foundation funded a project at Hamline University to change the traditional library into an information switching center. New information sources were necessary and simulation proved desirable in examining alternatives for library development. The library came to be viewed as a clearinghouse for information, not as a repository for books.

156. JORDAN, ROBERT T. et al. *Impact of the Academic Library on the Educational Program, New Dimensions in Higher Education*, no. 29, Durham, N.C.: Duke University, April 1967. ED 013 351. 72 pp.

An attempt to define the proper role of the college library in the academic framework is based on a review of the literature on college libraries and reports on library experiments. Changes in the nature of library service are caused by educational developments. An annotated bibliography is included.

157. KENNEDY, JAMES R.; KIRK, THOMAS G.; WEAVER, GWENDOLYN A. "Course-Related Library Instruction: A Case Study of the English and Biology Departments at Earlham College." *Drexel Library Quarterly* 7 (July-October 1971): 277-97.

The library instruction program at Earlham College is integrated into specific courses. The program, featuring demonstrations by the librarians, is graduated, i.e., the instruction takes place in courses of advancing levels of difficulty and sophistication in the curriculum. The students must use the tools of library research.

158. KNAPP, PATRICIA B. *The Academic Library Response to New Directions in Undergraduate Education*. Washington: ERIC Clearinghouse for Library and Information Sciences, 1970. ED 039 390. 25 pp.

The academic library is responding to the library-college idea, learning resource centers, and changes in undergraduate education. A presentation of the major trends in higher education is followed by the response of undergraduate libraries, community college libraries, and the independent study movement.

159. LEHMAN, JAMES O. "Cooperation Among Small Academic Libraries." *College Research Libraries* 30 (November 1969): 491-97.

Various patterns in library cooperation among colleges become evident in regional or local consortia of small college libraries, but there are also many similarities. Though all library consortia champion cooperation, there has been little evaluation of effectiveness. Subject specialization is an issue of particular importance for small college libraries.

160. MCDONOUGH, J. *Determining Excellence Quotient for Liberal Arts College Libraries*. Philadelphia: St. Joseph's College, 1966. ED 010 189. 52 pp.

Data in statistical study of the libraries of 669 U.S. liberal arts colleges are displayed in five different ways to compare such items as number of books per student, total library budget, and total number of books. Alphabetical listing and excellence quotient are expressed in a three-digit percentile ranking.

161. MURRAY, J. RALPH. "Library-College: Partial Solution to Educational Concerns." *Library College Journal* 4 (Summer 1971): 29-35.

The president of Elmira College claims that most academic libraries already possess sufficient materials to initiate many library-college practices. The problem is that few faculty know how to relate the structure of their discipline to even a small library. Faculty need instruction in the concept of the library-college and its teaching strategies.

162. NORTH, R. STAFFORD. *A Demonstration of the Impact of Certain Instructional Changes on the Attitudes and Practices of Both Students and Faculty*. Oklahoma City: Oklahoma Christian College, 1967. ED 017 191. 122 pp.

Data were collected over three semesters on the use and impact of a learning center that features individual carrels with audio tape equipment in the library for each of the college's 700 students. Student study time increased about 25% after construction of the center; each faculty member who used the center saved about 5 hours per week. Student and public attitudes and interest in the center were high and positive. The average student grade did not change.

163. SCHUMACHER, ANNE W. *A Small College Information System: An Analysis and Recommendations*. St. Paul, Minn.: Hamline University, 1968. ED 024 408. 157 pp.

This study takes a detailed look at the functions performed by a small liberal arts college library and develops some recommendations concerning the future. The college library's role should shift from information storage facility to information switching center.

164. SHORES, LOUIS. "Library-College USA." *American Library Association Bulletin* 63 (December 1969): 1547-53.

Claiming that classroom-centered teaching and class contact have become antiquated, Shores criticizes campus impersonality, lockstep learning modes, and inflexible curricula. The answer is a library-centered program that emphasizes independent study. Such a program is not limited to printed books but includes all forms of materials and experiences. This approach demands a new breed of faculty and more flexible approaches to teaching.

165. _____. *Library-College USA: Essays in a Prototype for an American Higher Education*. Tallahassee: South Pass Press, 1970. 224 pp.

As early as 1934, Shores suggested the essential elements of the library-college. In these 21 essays, he is still advocating innovative educational ideas. The six essential elements of the library-college are: learning mode, library, faculty, curriculum, facility, and organization. The thrust is the shift from group teaching to individual self-paced learning. The library serves as the center for learning on campus with full access to every form of instructional material.

166. _____. JORDAN, ROBERT; and HARVEY, JOHN, eds. *The Library-College*. Philadelphia: Drexel Press, 1966. 284 pp.

The proceedings of the Jamestown workshop on the library-college and essays on elements of the library-college and the ideal college as envisioned by various authors compose this three-part volume.

167. TAYLOR, ROBERT S. "Planning a College Library for the Seventies." *Educational Record* 50 (Fall 1969): 426-31.

All information services should be amalgamated into the library, which may include copying services, bookstore, and computer center. The library then becomes a true information center. Libraries should be brought closer to the educational process, and an open-ended, experimental posture should be cultivated.

168. _____. "Technology and Libraries." *EDUCOM Bulletin*. 5 (May 1970): 4-5.

A new kind of institution is emerging in the media- and communications-oriented library. Among the characteristics of the technologically advanced library are computerization, miniaturized information, and a broader range of functions.

169. _____. "Toward the Design of a College Library for the Seventies." *Wilson Library Bulletin* 43 (September 1968): 44-51.

The philosophy and design behind the library for innovative Hampshire College, a library marked by "extension" and "experimenting," are summarized. Extension takes the library from a print orientation to a communication or media orientation, and places it in a new information transfer role pivotal to learning on campus. Experimentation turns the library into a living laboratory for information seekers.

170. _____, and TRUESWELL, RICHARD W. *The Extended and Experimenting College Library*, app. 1-3. Amherst, Mass.: Hampshire College, 1969. ED 026 548. 159 pp.

The project staff of Hampshire College reviews the implications of MARC records and commercial processing for the automation of the college library. The relationship of book and nonbook material is treated as a critical problem for libraries in the future, as they move from object-oriented to communication-oriented institutions. The project was concerned with defining experimental situations that could be undertaken when the college began operation in 1970.

171. TURNER, EDWARD F., Jr. *A Study of the Implications of Modern Technology for Small College Libraries*. Washington: Office of Education, Department of Health, Education, and Welfare, 1969. ED 036 659. 139 pp.

To what extent can the tools of modern technology be applied to solve the problems of small college libraries? The book looks at the relationship between library service and college instruction, technology, the nature of library collections, and areas for future investigation. It lists special bibliographic and informational materials.

172. WILLIAMSON, JOHN G. "Swarthmore Colleges 'Teaching Library' Proposals." *Drexel Library Quarterly* 7 (July-October 1971): 203-15.

The "teaching-library" should not be confused with the "library-college." The former stops short of the latter. The teaching-library concedes to the faculty the traditional role in instruction, but also proposes to equip the undergraduate with greater independent research and sophisticated library skills than he usually gains. Drawing on the planning experience at Swarthmore, Williamson offers suggestions for developing a teaching-library.

Faculty

173. BALYEAT, RALPH E. *Factors Affecting the Acquisition and Retention of College Faculty*. Athens: University of Georgia, 1968. ED 029 617. 190 pp.

Employment satisfactions and dissatisfactions, with accompanying levels of morale and motivation, may be classified into two groups: one derived from basic salary and the other derived from factors, practices, and conditions unrelated to salary. Faculty turnover often results more from cumulative dissatisfactions than from offers of more desirable positions elsewhere. For optimum faculty satisfaction, each institution should employ an administrator well-qualified in employee relations to formulate faculty policies designed to provide satisfaction.

174. BARLOW, LYNWOOD LEROY. "Faculty Selection in Colleges Related to the United Presbyterian Church." Ed.D. dissertation, Columbia University, 1966. Order No. 66-10280. 140 pp.

This study describes the characteristics and qualifications of 250 recent faculty appointees, the terms of their appointments, and the manner of their selection. These 250 persons were to assume new, full-time teaching positions in 34 colleges related to the United Presbyterian Church in fall 1965. Ratings of factors influencing the appointees' decisions to accept positions and their perceptions of the factors that influenced college officials' decisions to offer appointments are also given. The candidates' commitment to teaching, professional competence, and social and personal characteristics were the chief concerns of those doing the hiring. The candidate was most concerned with salary, rank, and location.

175. BLACKBURN, ROBERT T. *The Professor's Role in a Changing Society*. Washington: ERIC Clearinghouse on Higher Education, 1971. ED 051 438. 22 pp.

Certain trends in higher education affect faculty and faculty life styles. Recent research literature treats issues such as collective bargaining, mobility, supply and demand, and faculty evaluation. A 230-item bibliography is included.

176. BOLIN, JOHN, and MCMURRAIN, TOM. *Student-Faculty Ratios in Higher Education*. Athens, Ga.: Institute for Higher Education, 1969. 59 pp.

Comparative data about staffing conditions are reported by various types of institutions. Covered are faculty-student ratios, average credit-hour workloads, changes in ratios and workloads since 1964, the effect of educational television, and a comparison of different academic departments. During the 1968-69 academic year, 206 colleges and universities were sampled. Though every type of undergraduate higher education institution is represented, this book should guide small college leaders in evaluating teaching loads. Comparisons are based on geography, fiscal controls, and institutional size.

177. BUERER, JERROLD L. "Professional Role Identification and Role Stress: The Case of the Church College Academician." Ph.D. dissertation, University of Iowa, 1968. Order No. 67-16782. 203 pp.

Data were collected from 18 Lutheran liberal arts colleges throughout the country and the liberal arts faculty at a large midwestern university. The resulting study concluded that (1) Lutherans are more likely to be satisfied than non-Lutherans in Lutheran environments; (2) the greater the degree of localism in the academician, the greater the degree of satisfaction; and (3) the greater the role stress, the less the satisfaction. Bureaucratic frustration, teaching-research conflict, and Christian education and its role in the modern world were analyzed. Findings indicated that church-college academicians tend to be more institutionally oriented and teaching-oriented than the university faculty.

178. ERWAY, MILTON KEITH. "A Study of Changes in Faculty Utilization Among Presbyterian Colleges." Ed.D. dissertation, Columbia University, 1966. Order No 67-5534. 155 pp.

To discover how policies on faculty workloads are affected or adopted, Erway explores faculty assignments, general patterns of faculty policies, programs of traditional and innovative institutions, and problems with experimental or changed programs. Four of the United Presbyterian Colleges were selected for extensive study: Tarkio, Lewis and Clark, Macalester, and Florida Presbyterian.

179. GOFORTH, GENE BALES. "Desirable Characteristics of College Teachers as Perceived by Presidents and Deans of Selected Liberal Arts Colleges." Ph.D. dissertation, Indiana University, 1966. Order No. 67-15180. 141 pp.

Presidents and deans from a random sample of one-third of all accredited, undergraduate, coeducational liberal arts colleges in the U.S. assess the desirability and importance of certain faculty characteristics. Presidents and deans place much more emphasis on teaching than on research or publication and they consider the M.A. essential for a liberal arts college teacher. Although the Ph.D. is not absolutely necessary, promotion in rank and increases in salary are dependent on continuous, successful work toward that degree.

180. HARDIN, DANIEL C. "Analysis of the Relationship of Institutional Goal Specificity and Faculty Morale in Liberal Arts Colleges." Ed.D. dissertation, Oklahoma State University, 1970. Order No. 71-11161. 167 pp.

Church-denominated, Christian independent, and public nonreligious colleges are compared. The Faculty Attitude Survey measures "belongingness," identification, rationality, and employment rewards. High goals specificity appears related to positive attitudes toward employment rewards. The Christian independent college with high goal specificity scored higher on most morale dimensions than the church college with

low goal specificity. The public college scored high on "belongingness" and identification.

181. HOBBS, M. T. "Teaching Loads in Selected Liberal Arts Colleges." *Liberal Education* 52 (December 1966): 418-21.

Twenty-one liberal arts colleges report on faculty maximum and average loads and average number of preparations. More than two-thirds of the colleges set the maximum at 12 hours per semester. Actual teaching loads tend to be less than the maximum, ranging around 7 to 10 hours. The average number of preparations varies between two and three per instructor. There is no general policy for reducing load for research or administrative responsibilities.

182. JENSEN, MARY E. *The Preparation of Faculty for the Implementation of Innovations in Curriculum and Instruction: Guidelines for Orientation and In-Service Education Programs*. Los Angeles: The University of California School of Education. 1969. ED 031 221. 37 pp.

College growth, varying faculty experience, and program and student body diversity have accentuated the need for sound faculty orientation and in-service programs. After interviewing 11 faculty members at the three colleges, the author prepared 23 guidelines for single or combined use. Some are: set up clear communications channels, develop goals and objectives for all programs, prepare to evaluate goals and objectives, include outside authorities and consultants in the sessions, establish reciprocity of commitment, and spread the gospel of change and innovation.

183. KEETON, MORRIS. *The Faculty—A Resource of Great Price*. New York: Reprinted from *The Christian Scholar* 50 (Summer 1967). ED 014 145. 47 pp.

A few outstanding faculty members, properly equipped and supported, can evoke far greater learning from students than twice as many faculty who are poorly prepared. Some possible solutions to the problem of overloaded teachers include using more and better equipment, employing new strategies, and engaging in interinstitutional cooperation. A three-element program is suggested for rethinking the practices and philosophies of teaching: clarification of faculty objectives, assimilation of new faculty roles, and cooperation with universities in the activities and deployment of faculty.

184. KING, CHARLES W. "Relation of Personal and Environmental Factors to Faculty Service in Church-Related Colleges." Ph.D. dissertation, University of Minnesota, 1968. Order No. 69-11416. 243 pp.

The full-time faculties of six liberal arts and seven bible colleges were studied for information on faculty recruitment and retention. Personal backgrounds, career choices, educational preparation, job descriptions, and career evaluations are all related to current academic roles and faculty appraisals of their academic environments. College purposes and religion

appear important in faculty career choices. In recruiting and retaining faculty, church colleges should clearly define their philosophy of education and encourage their faculties to articulate and implement it.

185. KLAPPER, HOPE LUNIN. "The College Teacher: A Study of Role Performance, Role Preference, and Role Strain." Ph.D. dissertation, Columbia University, 1967. Order No. 67-14060. 319 pp.

Thirty faculty members and two administrators at four independent, coeducational, liberal arts colleges were interviewed about teacher role strain. Seventeen percent of the faculty exhibited role strain. A lack of consensus about the role of the professor was a potential source of role strain. The college reward system, workload, atmosphere, lack of research facilities, and felt pressures for research and publication are sources of role strain.

186. KORENBAUM, MYRTLE. "Role Cacophony: The Source of Tension in Role Enactment, A Study of University and College Professors." Ph.D. dissertation, University of Minnesota, 1966. Order No. 68-1600. 243 pp.

Sources of tension are compared between professors in large universities and small colleges, and among professors from the humanities, social sciences, and physical sciences. A few of the sources are lack of normative consensus guiding role performance, depreciation of others, alienation, self-depreciation, pressures from demands of others relevant to the role, and pressures from the demands of role tasks. Satisfaction with present position is significantly correlated with cacophony indices. University professors are more satisfied than college professors.

187. KRATCOSKI, PETER CHARLES. "A Study of Professorial Role Satisfaction Among Faculty Members at Selected Catholic Colleges." Ph.D. dissertation, Pennsylvania State University, 1969. Order No. 70-7218. 330 pp.

Professorial role satisfaction varied by organizational structure in five Catholic colleges. Three types of organizational structures were delineated: multiple, transitional, and traditional goal structures. Faculty members teaching in the multiple-goal-structure college expressed the highest degree of satisfaction with most aspects of the professorial role.

188. LANNAN, SISTER MARITA. "Proposals for the Orientation of New Teachers at Rosary Hill College, Buffalo, New York." Ed.D. dissertation, Oklahoma State University, 1965. Order No. 66-2658. 173 pp.

With supply less than demand, it is hard for small colleges to recruit faculty. A good orientation program would help. Suggestions include: (1) provide responsible leadership; (2) seek faculty involvement; (3) acknowledge the responsibility of new teachers; (4) keep the program flexible; and (5) evaluate the program continuously.

189. LEIGH, TERRY. *A Selected and Annotated Bibliography on Evaluating Performance of College Faculty Members*. Lexington: Kentucky University, 1969. ED 035 376. 30 pp.

Fifty-six entries in this annotated bibliography on college faculty evaluation deal mostly with the methods, procedures, and problems involved in evaluation by students, administrators, and peers. Several entries concern the teaching research question as it relates to evaluation.

190. MANLEY, MYRL OTIS. "Factors Affecting Faculty Mobility in Eight Seventh-Day Adventist Liberal Arts Colleges within the United States." Ph.D. dissertation, Stanford University, 1966. Order No. 66-6369. 466 pp.

Eight Seventh-Day Adventist liberal arts colleges provide data for guidelines to more effective administration. Persons joining Adventists colleges named the nature of their work and the reputation of the college and department as important attractions. Reasons for leaving were more satisfactory time requirements of jobs accepted, improved professional opportunities, and higher salary. Reasons for declining job offers were opportunity in the current position to work in the field of interest, satisfaction with present position, and a felt commitment to remain.

191. NANDI, PROSHANTA KUMAR. "Career and Life Organizations of Professionals, A Study of Contrasts Between College and University Professors." Ph.D. dissertation, University of Minnesota, 1968. Order No. 69-6871. 226 pp.

There are differences between the college professor and the university professor as each relates to research and teaching. Teachers in both institutions do not see their teaching and research as dichotomous, but seek to work out harmonious relations between both demands. However, to contrast the two, the college professor gives more attention to professional activities and his own department.

192. REDDICK, EMMA LOUISE. "Factors Associated with Retention of Faculty at Selected Church-Related Schools." Ed.D. dissertation, North Texas State University, 1968. Order No. 69-5277. 368 pp.

Perceptions of present and former faculty members and administrators are compared on the importance of selected job-related needs and the degree to which these needs are fulfilled. Both faculty groups viewed as most important those job-related needs that pertained mainly to the professional environment and the administrative setting and climate. Salary and funds for research ranked first and second in the most unsatisfied job-related needs of both groups. Generally, college administrators overestimated the extent of satisfaction of job-related needs, especially in the areas of professional environment and administrative setting and climate.

193. VON DERLIPPE, ROBERT. *Reexamining Tenure at Hampshire College for AAHE Section on "Reexamination of Tenure: Implications of Collective Bargaining*

and Contracts in Service." Amherst, Mass.: Hampshire College, 1971. ED 053 697. 11 pp.

The Hampshire faculty contract system is compared to a life-tenure system. After considering various alternatives within the contract system, the author delineates the particular arrangements at Hampshire. Faculty contracts are performance-based and may be for 3, 4, or 5 years.

194. WILLIAMS, HOWARD YOLEN, JR. "College Students' Perceptions of the Personal Traits and Instructional Procedures of Good and Poor Teachers." Ph.D. dissertation, University of Minnesota, 1965. Order No. 67-5206. 218 pp.

Good teachers appear to have greater feelings of adequacy and more heightened awareness of self than poor teachers. The personality traits and teaching procedures of good teachers permit their students to interact with ideas and to find some meaningful and personally satisfying vantage point on the subject studied. More time should be given to teacher selection and development and less to mechanical and printed substitutes for the teacher. Data for the study were obtained from 777 college students and two-thirds of the junior-senior enrollment in three St. Paul-Minneapolis liberal arts colleges.

Students

Student Personnel Affairs and Counseling

195. "The Administration of Admissions and Financial Aid in the United Negro College Fund Colleges." New York: College Entrance Examination Board, June 1969. 21 pp.

Questionnaires about current operation went to the 33 United Negro College Fund colleges for completion by the president, admissions officer, and financial aid officer. A guidelines committee makes recommendations.

196. COCKRUM, LOGAN VAUD. "A Study of the Development of Regional Guidance Service with Counseling Centers in Twelve Church-Related Colleges." Ed.D. dissertation, University of Virginia, 1966. Order No. 66-15216. 303 pp.

Recent trends in the development of guidance services are assessed, as well as current emphasis on guidance in public education. Sectarian services and their implications for the future development of the Presbyterian guidance program are studied. Presbyterian centers serve all or part of 20 southern and border states. The principal data source were the minutes of yearly meetings of the center counselors, the literature of the program, and related correspondence. The Presbyterian Guidance Centers provide services to a growing number of high school students.

197. CURTIS, JOHN R. "Satellite Psychiatry for the Small College," *Journal of the American College Health Association* 17 (April 1969): 349-52.

The director of the psychiatric service at the University of Kentucky serves as parttime consultant to Berea College. His program benefits all in terms of increased knowledge of student problems and shared responsibility for student health.

198. GIBSON, JACK BALDWIN. "An Inquiry into Some Aspects of Major Field Affiliation of College Students." Ph.D. dissertation, University of Kansas, 1966. Order No. 66-13031. 142 pp.

A survey of the student body of a small, private, church-related college found that (1) the degree of socialization within a person's major is high, with reduced estimates of neighboring fields but not of alien fields; (2) students view their major field much the same as nonmajors; (3) a drop in the student's estimation of the major field in the middle years of college is typical.

199. HAMMOND, J. DAVID. "The Ithaca College Program for the Control of Illegal Drug Usage." *Journal of the American College Health Association* 16 (October 1967): 35-37.

An Illegal Drug Control Committee was formed at Ithaca College to investigate, hear, and make recommendations on individual cases of drug abuse. The committee also informs students of drug effects.

200. HARDEE, MELVENE D. *The Counseling and Advising Process: Its Many Facets and Applications in the Liberal Arts College*. Wheeling, W. Va.: Wheeling College, 1967. ED 023 103. 15 pp.

The best possibilities for integrating the efforts of student personnel workers and academicians lie in the initiation and maintenance of programs of organized faculty advisement. The applied task of advising and counseling students draws upon the five inheritances: (1) philosophic, (2) curricular, (3) vocational, (4) psychological, and (5) spiritual. This belief is applied to advising in the liberal arts college with the statement of ten constructs of faculty advising.

201. HESTON, JOSEPH C., and FRICK, WILLARD B., eds. *Counseling for the Liberal Arts Campus: The Albion Symposium*. Yellow Springs, Ohio: Antioch Press, 1968. 198 pp.

Many social and emotional stresses face college youth today. Sources and causes are identified and suggestions made for teachers, administrators, and counselors to try to reduce these stresses. In prevention, the environment is more important than the sum total of individual programs. A good environment includes flexible curricular arrangements, open discussions among faculty and students, and student membership in faculty groups. Student-faculty contacts, as well as sensitivity to student needs, should be encouraged by the institution.

202. IVEY, A. E., and OETTING, E. R. "The Counselor in the Small College." *Journal of Higher Education* 37 (October 1966): 396-402

The small college counselor experiences the advantages and disadvantages of a one- or two-member staff. He should clarify the limits of the counseling service, concentrate on the relatively normal students, and work closely with the campus physician.

203. KIRBY, PATRICK T. "An Evaluation of a Residence Hall Personnel Training Program." Ph.D. dissertation, United States International University, 1971. Order No. 71-25394. 200 pp.

The residence hall personnel training program at a West Coast college is evaluated. The program is designed to upgrade an unsatisfactory residence hall situation. By improving the interpersonal relations among residence hall staff members and between staff members and resident students, it appears possible to increase the social-educational advantages of college resident hall life.

204. KRAPP, EUGENE. "Involvement of Faculty Members as Advisors to Students in Private and Church-Related Colleges." Ph.D. dissertation, United States International University, 1968. Order No. 69-1723. 112 pp.

The deans of students at 203 colleges with enrollments of 1,000-3,500 were questioned about faculty involvement in student advisement, future trends, kinds of compensation, faculty interest and ideas for supplementing or replacing faculty advisors with fulltime student personnel specialists. Most colleges do not provide compensation for student advising. Of the respondents, 70% wanted fulltime personnel specialists for personal problems.

205. KRAUSE, VICTOR C. "Assessment of Group Counseling Procedures on a Small College Campus." River Forest, Ill.: Concordia Teachers College, 1968. Project No. 7-E-040. 10 pp.

Group counseling procedures at Concordia Teachers College were assessed under a USOE grant. Several groups of students were counseled under different group strategies. The results were evaluated by the Mooney Problem Checklist and the Edwards Preference Schedule. Group counseling approaches with beginning freshmen should continue at Concordia.

206. MCGRATH, EARL J., ed. *The Liberal Arts College's Responsibility for the Individual Student*. New York: Columbia University, Institute for Higher Education, 1966. 122 pp.

These articles touch topics ranging from emotional stability to attrition on campus, and include numerous contributions on what the college can provide for each student. Landrum P. Bolling writes on relating the administration and the student, while Max W. Wise presents a chapter on counseling individual students that emphasizes the need for genuine counseling rather than authoritarian responses to student needs.

207. MCHOLLAND, JAMES D. *The Release of Human Potential Through Human Encounter*. Washington: American College Personnel Association, 1969. ED 030 926. 12 pp.

Human Potential Seminars of 10-15 persons were initiated to humanize the educational system at Kendall College. Goals are self-affirmation, self-determination, self-motivation, and creation of empathetic persons. Phases of the seminar include enfolded experiences, acknowledging achievement and satisfaction experiences, establishing immediate and long-range goals, and discovering areas of potential.

208. ———, and MCINNES, NOEL. *Every Student Is a Gifted Student*. Evanston, Ill.: Kendall College Center for Curriculum Design, 1969. ED 030 927. 6 pp.

The Human Potential Seminars at Kendall College are based on the assumption that every student is gifted in the sense of having unique potential. The seminars employ three techniques: strength bombardment, success bombardment, and goal-setting activities. Self-motivation, self-determination, and affirmation of self-worth are behavioral objectives. The seminars are educational, not therapeutic; participation is voluntary, and

grouping is heterogeneous. Although results are difficult to measure, they are encouraging.

209. MCMILLAN, ALTA ANN. "Student Personnel Service for a Small, Church-Related, Women's Liberal Arts College." Ed.D. dissertation, University of Mississippi, 1967. Order No. 68-2138. 125 pp.

In an assessment of senior women and graduates of Blue Mountain College, it was found that problem areas lay in adjustment to college work and social and recreational activities, personal-psychological relations, and social-psychological relations. Needs include a comprehensive counseling and testing program, improvements in course offerings, more specialized training for the profession, and a more active placement service.

210. MEYER, JOHN W. *The Effects of College Quality and Size on Student Occupational Choice*. Washington: Office of Education, Department of Health, Education, and Welfare, 1970. ED 040 686. 76 pp.

This study focuses on (1) the effects of college characteristics on the social status of student occupational choices, and (2) the analysis of the characteristics of colleges that affect the degree to which students choose academic jobs. Data were gathered from 946 students in 99 colleges who returned questionnaires in their freshman and senior years. Large institutions tend to shift student occupational choice toward high-status professional jobs, small institutions toward high-status academic jobs.

211. PETERSON, GLEN ELSTER. "The Perceptions of Student Personnel Administrators, Faculty Members, and Students of the Student Personnel Programs of the Senior Colleges of the American Lutheran Church." Ph.D. dissertation, Michigan State University, 1968. Order No. 69-11145. 386 pp.

To determine the basic nature of student personnel programs, ten colleges were mailed the Inventory of Selected College Services. Perceptions differ significantly, with more respect for the quality than the scope of student personnel services. A majority of the colleges saw a need to implement these services: Health Education, Foreign Student, Group Guidance, and Basic Skill Diagnostic. The lines of communication should be strengthened among student personnel administrators, students, and faculty. Students are eager to participate in decisions affecting their academic and social programs.

212. PFEIFFER, ERIC. "Multiplying the Hands of the Psychiatrist: The Use of Limited Psychiatric Manpower in a Small College Setting." *Journal of the American College Health Association* 17 (October 1968): 76-79.

The psychiatrist serving Berea College in Kentucky "deputized" mental health counselors. Awareness of student problems and minimal psychological training allowed counselors to deal with problems that might otherwise be relegated to a psychiatrist.

213. RAND, M.E.; GRAF, W.; and THURLOW, C. "Alcohol or Marijuana: A Follow-up Survey at Ithaca College." *Journal of the American College Health Association* 18 (June 1970): 336-67.

Over 2,500 students at Ithaca College completed a survey of drug use in spring 1968, and a duplicate, including questions on alcohol use, in the fall. The study assumes a student's illegal use of alcohol dulls his concern about marijuana. About half the students had used alcohol illegally prior to college; of marijuana users, more than half began its use before college. The implication is that the college years may be too late to change student attitudes about drugs if use begins in junior or senior high school.

214. ROSSMANN, JACK E. "Released Time for Faculty Advising: The Impact Upon Freshmen." *Personnel and Guidance Journal* 47 (December 1968): 358-63.

Six faculty members at Macalester College are assigned 20 freshmen each for advisement. At the end of their sophomore year, these experimental students were significantly more satisfied with their career choices and advisors than a control group of other students.

215. SCHOENHERR, CHARLES WILLIAM. "Strengthening the Freshman Faculty Counseling Program at Wheaton College, Wheaton, Illinois, Through a Faculty-Student Action Research Group." Ed.D. dissertation, Columbia University, 1965. Order No. 65-6175. 208 pp.

Eighty-six percent of 1962 Wheaton freshmen were questioned about the freshman faculty counseling program. On the basis of the findings and subsequent recommendations, various changes were made in the program, and the questionnaire was administered again. The implemented changes did not appreciably change the program, and a pilot program incorporating the integration ideas was put into operation. Recommendations were made to strengthen faculty counseling programs by more in-service training, a clearer perspective on how a counselor may help character development, and a program to help counselors gain more self-confidence.

216. SIDAR, ALEXANDER G. "Where Small-College Financial Aid Programs Go Wrong." *College Board Review* 61 (Fall 1966): 23-26.

Insufficient funds, plus untrained administrators, result in financial aid practices that do not serve students. Funds should be administered by one person. Waynesburg provides as many students as possible with all required college funds, but aid must not be a recruiting tool. Waynesburg packages its funds and uses specific criteria to award scholarships. Personal recommendations have been dropped, as they are too often invalid.

217. SPENCE, ANDREW EMMETT. "A Study of Student Personnel Services in Accredited Bible Colleges and Attitudes of Presidents Toward These Services." Ed.D. dissertation. University of Southern Mississippi, 1968. Order No. 68-14711. 238 pp.

Of 31 accredited Bible colleges with student personnel services, 85 percent have orientation programs; 90 percent have faculty advisors; 66 percent have no in-service training for faculty advisors; and 90 percent have social, religious, and academic counseling. The presidents indicate a positive view of personnel services. The most incompatible administrative relationships are due to diversity of title and lack of in-service training.

218. STENHOUSE, RICHARD EUGENE. "Current Status of Chief Student Personnel Administrators in United Negro College Fund Member Institutions." Ph.D. dissertation, University of Denver, 1968. Order No. 69-12294. 195 pp.

United Negro College Fund administrators are aware of current trends and practices in the administration of student personnel services, as those trends relate to their status and functions. Of the administrators questioned, 86.6 percent thought the lack of sufficient financial resources and a professionally trained staff were the two most serious problems.

219. TUTTLE, HELEN IRENE. "Actual and Ideal Perceptions of the Role of the Dean of Women by Students, Administrators, Faculty, and Staff at Upper Iowa College." Ed.D. dissertation, University of Mississippi, 1968. Order No. 68-14354.

Perceptions of the role of dean of women at Upper Iowa College fall into three categories: academic, administrative, and student personnel. Queried were selected students, staff, faculty, and administrators. Actual and ideal perceptions varied among the different groups. Communication about the opportunities for assistance from the office of the dean of women should be improved. The dean should be relieved of teaching duties, take a more active role on student personnel service committees, and assist in training residence halls staff.

220. VANDUSEN, WILLIAM D., and O'HEARNE, JOHN J. *A Design for a Model College Financial Aid Office*. New York: College Entrance Examination Board, 1968. ED 028 694. 54 pp.

This survey of 849 four-year, regionally accredited institutions covers development of aid programs and their current forms, the most widely accredited principles in financial aid administration, and centralization of operational activities in the aid office, as well as administrative structure and the role of the faculty and staff advisory committee. Relations with off-campus agencies and individuals are discussed.

221. WADE, CHARLES. "A Survey of Student Personnel Services in the Thirty-three Private Predominantly Negro Colleges of the United Negro College Fund." Ed.D. dissertation, University of Montana, 1968. Order No. 69-1138. 136 pp.

Patterns and functions of student personnel programs in the UNCF member colleges are examined, as well as the relationship of programs to certain situational factors concerning their mission, their strengths and

weaknesses, and their future. Thirty-three UNCF colleges were surveyed by questionnaire, and sixteen administrators were interviewed. Although no well-organized program is in operation, there is a trend toward establishing separate student personnel departments staffed with qualified people. In-depth study of student attitudes at these institutions is needed.

Admissions, Orientation, and Attrition

222. BUDASH, STEPHEN JAMES. "Freshman Orientation Programs in Catholic Liberal Arts Colleges for Men." Ph.D. dissertation, Fordham University, 1966. Order No. 66-13515. 175 pp.

Freshman orientation programs among 47 Catholic liberal arts colleges for men are examined. Emphasis on curricular objectives has practically disappeared in the orientation program. Vocational objectives are deemphasized, while adjustment objectives are stressed. A popular objective is transition through realistic self-concept formation. The testing program plays a predominant part in general orientation.

223. DOERMANN, HUMPHREY. "The Student Market for Private Colleges." *Liberal Education* 56 (May 1970): 292-304.

The pool of students with high intelligence and sufficient affluence to pay high tuition is much smaller than ordinarily imagined. The more selective colleges compete successfully for this group, leaving for the less competitive private colleges the large number of students with average and below-average aptitudes who also require considerable financial help. Private colleges may have to slow their pace of instruction and not try to copy the elite liberal arts colleges.

224. FOX, DAVID ELWIN. "Voluntary Withdrawal in Twenty-One Liberal Arts Colleges for the Period of September 1963 to September 1964." Ph.D. dissertation, Columbia University, 1966. Order No. 68-2420. 169 pp.

Why do students withdraw? In 21 liberal arts colleges, two-thirds withdrew voluntarily. The most important reason is general dissatisfaction. Men list financial reasons more often women, who list plans for marriage most often. Changing curriculum interest is an important reason for transferring. Counseling, guidance, and orientation services are often unsatisfactory, along with on-campus and off-campus recreational facilities. Eight recommendations are presented to reduce the number of students withdrawing.

225. HEDLEY, WILLIAM HENRY. "Freshman Survival and Attrition at a Small, Private, Liberal-Arts College: A Discriminant Analysis of Intellectual and Non-intellectual Variables." Ed.D. dissertation, Washington State University, 1968. Order No. 68-10959. 83 pp.

In this study on survival and attrition of two new freshmen classes in 1963 and 1964 at the College of Idaho, Hedley looked at high school grade-point

average, ACT score, the Stern Activity Index, and the College Characteristics Index. He found no significant difference between survival students and attrition students at the end of the freshmen year. There is no way to predict which students will survive.

226. LABOUE, MICHAEL FRANK. "A Study of Undergraduate Student Recruiting Programs in Southern Baptist Colleges." Ph.D. dissertation, Florida State University, 1971. Order No. 71-25786. 362 pp.

The recruiting programs of 55 colleges and universities were surveyed for 1969-70; a case study of six colleges was conducted. Great diversity was found in recruiting efforts. Expenditures ranged from \$5,000 to \$120,000 for individual institutions. Many programs communicated ineffectively with the church constituency. Junior college students were not vigorously recruited, and innovation appeared to be lacking. There was little correlation between size of institution and recruiting staff.

227. LOGAN, FRANK A. "Rethinking College Admissions." *Antioch Notes* 47 (April 1970): 7.

Many private liberal arts colleges have in the past aimed at attracting the upper classes. The civil rights movement discredited this emphasis. Two views of college admissions are defined and reconciliation attempted.

228. MAMLET, LAWRENCE N. "Interruptions of the College Career." *Journal of the American College Health Association* 15 (February 1967): 243-45.

Williams College students are carefully screened, but some still drop out to gain growth experience or to avoid academic failure. No one set of variables determines which students need time out.

229. MERIGOLD, FRANK A. *The Development and Testing of a Scale to Identify Male Dropouts at Liberal Arts Colleges*. Chestnut Hill, Mass.: Boston College, 1967. ED 012 388. 104 pp.

Two forms of a scale were developed and tested for the college interest inventory to identify male students who would drop out of liberal arts colleges. The predictive validity of the scales was evaluated by comparison with the SO, SC, and AC scales of the California Psychological Inventory which have been used to predict dropouts at the 5 percent level of confidence. The study sample consisted of 45 first-semester and 65 second-semester dropouts from a group of 1,260 freshmen in nine New England colleges and an equal number of stay-ins selected at random. The college interest inventory and additional scales are of limited use in predicting dropouts. The criterion for dropouts should be redefined to exclude those forced out by academic deficiencies.

230. _____. "A Scale to Identify Male Dropouts at Liberal Arts Colleges." *College Student Survey* 3 (Spring 1969): 19-22.

The College Interest Inventory and the California Psychological Inventory, administered to 1,200 freshmen, successfully predicted about 50 percent

of the dropouts. Nevertheless, analysis predicted that 20 percent of those who actually remained would drop out, thus indicating the difficulty in clear prediction of potential dropouts.

231. OTTE, HAROLD WILLIAM. "Comparisons of Abilities, Motivations, and Personality Traits of Continuing and Non-Continuing Freshmen in Colleges of the Lutheran Church-Missouri Synod." Ed.D. dissertation, University of Colorado, 1965. Order No. 66-2823. 195 pp.

The ability, motivation, and personality characteristics of male and female freshman ministerial teacher education students at seven colleges were studied to determine differences between those who did and did not continue in their vocational intent. The motivations of the continuing ministerial students were significantly different from those of the noncontinuing students at the .01 level. No differences for the male teacher education students were found. The continuing female teacher education student differed significantly at the .01 level in ability and motivation.

232. PERRY, WILMA IRENE. "A Taxonomy of Nonintellective Factors Germane to the Dropout Problem; A Study of a Small, Church-Related Liberal Arts College and the Value Patterns of its Faculty and Students." Ed.D. dissertation, University of Oregon, 1966. Order No. 65-12230. 424 pp.

Why do students drop out of a small, church-related liberal arts college? Recommendations for minimizing dropout rate include: identify dropouts early, consider precollege success before admission, pay attention to interaction between and variance in perception of goals and values, and give more attention to C students. More research is needed on nonintellective factors; methods can be developed to appraise faculty attitudes toward C students. Institutional self-studies should consider implicit educational objectives and the interaction transpiring among student subgroups, students, and faculty.

233. ROTH, ALFRED RAYMOND. "First-Year Student Withdrawals from Five Small Colleges in Oregon." Ed.D. dissertation, University of Oregon, 1965. Order No. 65-12234. 155 pp.

Why do students withdraw after a year? No significant relationships were discovered; neither physical nor financial reasons were in the picture. Withdrawing students were less satisfied than those who remained in college in three areas: courses taken in high school, courses required in a chosen program, and assistance offered by teachers. The five colleges are not listed.

234. SMITH, MAXIEGENE. "The Second Chance College Transfer Student." Ph.D. dissertation, University of Wisconsin, 1970. Order No. 70-24723. 229 pp.

Students transferring to Milton College in Wisconsin come from more affluent and educated homes than native Milton students. Native students have more difficulty in academic adjustment. Transfers' grade-point aver-

ages rise after coming to Milton. More able transfers and less able native students tend to leave Milton after a year or less.

235. WEDDLE, WILLIAM FOREST. "Extent of Agreement Among Various Types of Raters on a Character Rating Scale Designed as a Basis to Determine Retention in a Religiously Oriented College." Ph.D. dissertation, Indiana University, 1965. Order No. 66-1511. 178 pp.

The Character Evaluation Report is a 22-trait rating scale developed at Fort Wayne Bible College to determine in part whether students should be permitted to remain enrolled and should be graduated. This study evaluates a few character and personality raters on their agreement in rating character of bible college students. Types of raters were: (1) personnel officers, (2) faculty members, (3) roommates of students, (4) friends of students, and (5) self-raters. Deans were the most strict, and the peers the most lenient. The evident variability of ratings makes it questionable whether the results should be used to determine the retention or dismissal of a student.

Freshman Success Patterns in College

236. BAKER, NORMA J. *Evidence for Increasing Levels of Cynicism and Anxiety in College Freshman Classes*. Nashville, Tenn.: George Peabody College for Teachers, 1969. ED 035 032. 30 pp.

To determine whether there has been a deterioration of idealism and a growth of anxiety and cynicism in students, seven of the ten freshman classes entering George Peabody College between 1959 and 1968 were administered specific tests. Significant increases in more recent classes in cynicism and distrust of human nature appear. Another major finding is an increase in overt anxiety. Explanations for these changes include: (1) greater exposure to impoverished environments; (2) increasing competition for grades to get into college; (3) institutions emphasizing critical thinking; (4) television; and (5) accelerated rate of innovation.

237. BEACH, LESLIE R. *Identifying the Potentially Successful Among Marginal College Entrants*. Holland, Mich.: Hope College, 1968. ED 024 083. 36 pp.

Some 19 marginal applicants to Hope College are analyzed in terms of admissions data, performance in a specially designed Summer Trial Program, and success during first year of college. Usual academic predictors of college success are of little use in predicting first-year performance of marginal entrants. However, the usual predictors are useful in predicting achievement in the Summer Trial Program. In turn, grades earned in summer trials are highly predictive of grade-point averages at the end of the freshman year.

238. GINNINGS, GERALD KEITH. "The Determination of Major Factors Which Contribute to Success or Failure of First Quarter Freshman Students in Mathematics, Science, and English at Berry College, Mount Berry, Geor-

gia." Ed.D. dissertation, Auburn University, 1966. Order No. 67-46. 120 pp.

An examination of first-quarter success or failure of students at Berry College relies on high school grades rather than aptitude tests. A practical system of grade prediction can be devised without expensive psychological testing. The implied suggestion is to pay more attention to high school grades than to aptitude test scores.

239. HOLM, KATHRYN LOUISE. "Descriptive Adjectives Associated with Measured Personality Characteristics of Liberal Arts College Freshman." Ph.D. dissertation, University of Minnesota, 1967. Order No. 67-10417. 349 pp.

The validity of the Minnesota Counseling Inventory as applied to a college population is investigated to determine if college freshmen, grouped according to MCI profiles, characterize themselves by descriptive adjectives applicable to their profile group and different from freshmen in other profile groups. The MCI was administered to entering freshmen at liberal arts colleges in Minnesota, and, at the end of the year, the adjective checklist was given. Evidence supported profile validity, construct validity, and predictions validity of the MCI.

240. KEEFER, KARL ELTON. "Self-Prediction of Academic Achievement by College Students." Ed.D. dissertation, University of Tennessee, 1965. Order No. 66-178. 278 pp.

To predict student academic success, data were gathered from the 1963-64 class of Bryan College, Dayton, Tenn. The variables were high school GPA, composite ACT scores, self-prediction of grades to be earned in each course, and achieved grades in each period. Bill's Index of Adjustment and Values was administered. Self-prediction by students is probably just as accurate as the ACT or high school record in estimating college success. Factors that appear to make prediction accurate include superior intelligence, self-confidence, and a sense of personal competence.

241. MAGOON, ROBERT ARNOLD. "The Prediction of Freshman Academic Performance in an Urban Southern College." Ed.D. dissertation, University of Virginia, 1967. Order No. 68-3140. 68 pp.

The relationship between background variables and academic success of freshmen at Old Dominion College in Virginia is examined. No such previous study had been done. High school rank and verbal and mathematical scores were independent variables. Freshman academic performance can be predicted with greater accuracy for females than for males. High school rank was found to be the most efficient method, significantly higher than CEEB/SAT scores.

242. MARSHALL, JOSEPH EMERSON. "Non-Cognitive Variables as a Predictor of Academic Achievement Among Freshmen, Sophomores, and Juniors

at Abilene Christian College." Ed. D. dissertation, Baylor University, 1968. Order No. 69-8111. 91 pp.

Cognitive variables are better predictors of college academic achievement than noncognitive; student predicted GPA is a more efficient predictor of actual GPA in college than other noncognitive variables; and the highest predictor of both areas is the high school GPA. Cognitive variables include the ACT, California Test of Mental Maturity, and CB English Composition Test. Noncognitive variables include Cattell's Sixteen Personality Factor Questionnaire and the Brown-Holtzman Survey of Study Habits and Attitudes.

243. MCDOWELL, JAMES V. *Student Role Orientation in the Freshman Year—Its Stability, Change, and Correlates at Thirteen Small Colleges*. Plainfield, Vermont: Project on Student Development in Small Colleges, 1968. ED 014 084. 9 pp.

Student orientation toward college was studied by administering a uniform battery of tests and questionnaires to 1,988 entering freshmen at 13 small colleges. The Clark and Trow Role Orientation questionnaire is useful in studying college student groups. Despite a fairly small number of observations, the instrument is sensitive enough to show statistically reliable relationships. Also, the short time needed to administer the RO questionnaire and the ease of communicating data from it are advantageous.

244. SLAYTON, WILFRED GEORGE. "A Comparison of Successful and Unsuccessful Bible College Students with Respect to Selected Personality Factors." Ph.D. dissertation, University of Arizona, 1965. Order No. 65-9419. 270 pp.

Two criteria—grade-point average and persistence in training—were used to measure success in a sample of 233 freshmen registered in three bible colleges connected with the Christian and Missionary Alliance. Successful students possessed these characteristics: high deference, achievement, and endurance; low autonomy; tendencies toward conventionalism; some tendency toward paranoia; a firm belief in divine help; and assumption of responsibility for the final decision to attend a bible college.

Campus Environment and Student Maturity

245. AKERS, GEORGE HILLRY. "Predictors of Career Stability Among Selected Male Alumni of a Church-Related Liberal Arts College." Ed.D. dissertation, University of Southern California, 1966. Order No. 66-10524. 358 pp.

Fifteen factors of college experience were studied as they related to stability of career plans. Four factors had a significant relationship to career stability: certainty of plans at college entrance, certainty of plans at graduation, curriculum related to or regulated by a profession, and self-employment. It is a normal pattern for college students to change career plans and

for young graduates to change jobs once in the first 5 years after graduation. Self-fulfillment and the desire to serve others were important in the initial selection of a career, while personal autonomy was important in changing a career. Also, permitting a student to choose his own counselor may predispose him to greater career stability.

246. BOYER, E.L., and MICHAEL, W.B. "Faculty and Student Assessments of the Environments of Several Small Religiously Oriented Colleges." *California Journal of Educational Research* 19 (March 1968): 59-66.

When given the College and University Environment Scales, faculty members and seniors at seven small colleges were found in close accord. These colleges were compared with other colleges in practicality, community, awareness, propriety, and scholarship. Compared with students at four well-known colleges, students on the religious campuses ranked higher in practicality, community, and propriety; lower in awareness; and average in scholarship.

247. BRASKAMP, LARRY ALLEN. "Relationship of Personality and College Environment to Changes in Life Goals." Ph.D. dissertation, State University of Iowa, 1967. Order No. 67-16780. 190 pp.

Changes in the importance of life goals are related to college environmental press, personality orientation of students, and a congruent combination of college and personality factors. In three diverse institutions with different environmental presses—intellectual, social and enterprising—freshman males rated the importance of environment on five life goals, involving political affairs, science, religion, family, and education, during the first few weeks of college and at the end of the year. Changes of college students were a product of the joint occurrence of personality orientations and environmental conditions.

248. BROWN, JERRY WAYNE. *Student Subcultures on the Bowdoin Campus*. Brunswick, Maine: Bowdoin College, 1969. ED 031 745. 23 pp.

The four Clark-Trow subculture categories—vocational, academic, collegiate, and nonconformist—reveal great mobility among students in their subculture memberships. The vocational subculture was the least stable, the collegiate subculture the most stable.

249. BROWN, WARREN SHELBURNE. "A Study of Campus Environment: A Comparative Study of the Perception of the Campus Environment by the Several Groups Affecting the Religiously Oriented Liberal Arts College." Ed.D. dissertation, University of Southern California, 1969. Order No. 69-19361. 149 pp.

The Pace College and University Environment Scales were given to faculty, trustees, and random samples of students and alumni of Pasadena College. Results showed that (1) the profile of Pasadena College was much like that of other religiously oriented colleges; (2) faculty and students perceived the environment differently; (3) perceptions of recent alumni more

nearly approximated those of students than older alumni; and (4) the trustees and denominational constituents had perceptions at greater variance with those of students.

250. CENTRA, J.A. and ROCK, DONALD. *College Environments and Student Academic Achievement*. Princeton, N. J.: Educational Testing Service, 1970. ED 053 205. 18 pp.

Student achievement at 27 small liberal arts colleges was related to aspects of the college environment. The students assessed the extent of faculty-student interaction, student activism, curriculum flexibility, academic challenge, and cultural life according to five scales. Results showed that certain student-described environmental features are related to academic achievement. Replication with another group of colleges is desirable if the study is to be of maximum use.

251. CHICKERING, ARTHUR W. *Campus Climate and Development Studies; Their Implications for Four-Year Church-Related Colleges*. Washington: Council for the Advancement of Small Colleges, 1967. ED 025 782. 55 pp.

The college plays a role in student development other than in intellectual competence. There are ways in which the curriculum, residences, evaluation methods, and student-faculty relations can be used to promote healthier student development. Autonomy, identity, and interpersonal relationships should be the main concerns of the colleges.

252. _____. *Cultural Sophistication and the College Experience*. Plainfield, Vt.: Project on Student Development in Small Colleges, 1970. ED 042 404. 8 pp.

Three studies attempt to determine the impact of college on student cultural sophistication. They focus on student interest in and liking for poetry, fiction, serious or classical music, and modern art. Freshmen at the seven colleges participating in the Project on Student Development in Small Colleges were tested in September 1965 and retested when they became juniors. Changes in student sophistication seem unassociated with extracurricular participation in cultural activities. Differences in college climates contribute more to changes in cultural sophistication.

253. _____. *The Development of Autonomy*. Plainfield, Vt.: Goddard College, 1968. ED 014 749. 15 pp.

The development of autonomy in students is an outgrowth of emotional and instrumental independence and the recognition of that independence. Excerpts from self-evaluations written over a 4-year period by a college girl are presented for illustration and interpretation. To evaluate emotional independence, students from eight colleges were administered, during their first and fourth years, six scales from the Omnibus Personality Inventory and three scales from the Stern Activities Index. Instrumental independence was evaluated at various periods during the 4 years, using faculty ratings of semester records based upon a prepared framework.

254. _____. *Institutional Objectives and Patterns of Student Change*. Plainfield, Vt.: Goddard College, 1968. ED 014 750. 22 pp.

College objectives were redefined and student change examined to determine (1) whether students change in college, (2) when and where change occurs, and (3) which developmental principles could apply to students to facilitate decisions. Most change occurs during the first 2 years of college. The patterns of various vectors of change are described. Development occurs according to recognizable sequences and through sequences of differentiation and integration. Development is congruent rather than compensatory. Development also decreases as relevant conditions become more constant. The relevance of these findings for institutions, planning, innovations, and experimentation is discussed. Questions arising from the findings are also reviewed.

255. _____. *The Project on Student Development in Small Colleges: Interim Report*. Paper read at a Council for the Advancement of Small Colleges workshop, Santa Fe, N.M., 1968.

In a 4-year research program, students from 13 colleges were administered several tests to determine goals, values, and areas of discontent. Some tests showed that counselors and faculty play a limited role in helping students meet their problems. Administration and faculty completed a College Goals Rating Sheet. Test and retest data indicated that after 2 years students tended to have more liberal religious views, but that faith was more influential in their lives. Students also moved toward increased autonomy and greater readiness to express impulses, and showed less emphasis on material goals. Colleges with similar goals tended to have similar environments.

256. DIXON, JAMES P. "Student Impact on Colleges." *Antioch Notes* 45 (April 1968): 7.

Antioch College's 30 years of student-faculty evaluation of the college and curriculum have benefited all. Practical outside experience has been added as a standard approach. Credential requirements should be reduced, permitting the faculty more autonomy in scheduling teaching patterns. Students and faculty both need to react to curriculum on institutional committees. Student representation and emphasis on due process have reduced violent disruption on the campus.

257. DOTY, BARBARA A. "Some Academic Characteristics of the Mature Coed." *Journal of Educational Research* 61 (December 1967): 163-65.

At North Central College, 40 women from 18-21 years of age and 40 women from 25-51 were matched on the basis of years in college and tested. Younger women can read faster and concentrate better but retain less. Mature women felt "better able to recognize the importance of a college education."

258. DRESSEL, PAUL L., and LEHMANN, I. J. "The Impact of Higher Education on Student Attitudes, Values, and Critical Thinking Abilities." *Educational Record* 46 (Summer 1965): 248-58.

Some attitudes of freshmen from Michigan State University and two liberal arts colleges, studied over 4 years, increased in intensity, while others decreased. The changes were believed prompted by peer groups and nonacademic experiences. Attitudes involving critical thinking, religious tolerance, and grade-point consciousness intensified, while authoritarian, stereotypic, and dogmatic attitudes decreased in intensity.

259. FELDMAN, KENNETH J., and NEWCOMB, THEODORE M. *The Impact of College on Students*. San Francisco: Jossey-Bass, 1969. 664 pp.

Approximately 1,500 research studies dealing with effects of college experience are summarized and evaluated. Essentially a basic reference work, this survey covers a broad scope of topics: change and stability during college, major field selection, implications of residence groupings, student culture, and faculty, plus many other issues.

260. FREEDMAN, MERVIN B. *The College Experience*. San Francisco: Jossey-Bass, 1967. 202 pp.

Based on 15 years of research on students, this book challenges the ubiquitousness of the "college youth identity crisis." Freedman sees the majority of students as unsophisticated, conventional, and stable. He does trace in youthful ideals a new commitment to unity of personality, to social service, and to a quest for community on campus—ideals that will affect future society. Freedman pays particular attention to the education and value patterns of women, especially at Vassar College, where he once taught and conducted research. Chapter 11 explores future options for women's colleges.

261. GLICK, OREN, and JACKSON, JAY M. *A Longitudinal Study of Behavior Norms and Some of Their Ramifications in a Small Liberal Arts College*. Kansas City, Mo.: Institute for Community Studies, 1968. ED 019 678. 17 pp.

What changes occur in the attitudes, values, and orientations to life of American youth as they proceed through the 4-year college experience? Answers are based on the responses of 26 male and 17 female students: (1) the ideal behavior was highly stable over the course of the study; (2) intensity of feeling about all behavior decreased in a stepwise fashion; (3) preacquaintance normative similarity related significantly to subsequent informal, interpersonal associations; and (4) students who remained through the junior year diverged less from the mean responses of the total group at the beginning of the freshmen year than those who left before completing the junior year.

262. HEATH, DOUGLAS H. *Growing Up in College: Liberal Education and Maturity*. San Francisco: Jossey-Bass, 1968. ED 209 347. 342 pp.

Haverford College serves as a model to order the developmental process, to illuminate potential types of maturing effects, to explore the relation between an institution and the growth of its members, and to suggest hypotheses about healthy growth. Heath sees the college setting as a powerful maturing social environment and calls for a greater emphasis on liberal education leading to individual fulfillment and value development.

263. HILBERRY, CONRAD, and KEETON, MORRIS. "Student Society in the Liberal Arts College." *Journal of Higher Education* 39 (November 1968): 431-41.

Learning should be tailormade for the particular students a college serves, so students are challenged by a mixture of strangeness and familiarity in the college environment. Composition of student bodies remains stable, indicating a consistent view of environment transmitted to students over the years. Colleges must accept responsibility for fashioning the campus environment that so strongly controls the learning process.

264. HINER, EDWARD SHELLY. "Differential Need Patterns of Business, Service, and Science Majors in a Catholic Liberal Arts College." Ed.D. dissertation, University of Kansas, 1965. Order No. 66-13034. 258 pp.

Students preparing for contrasting occupations have distinctly different personality characteristics. Three instruments were used to test the personality characteristics postulated for groups of 20 students majoring in business, service, and science: the Activities Index, the College Characteristics Index, and the Study of Values. Certain psychological differences exist among students engaged in different fields of study. Personality factors are thus partial determinants of academic-occupational choice. A relationship exists between the vocation a person chooses and his psychological needs.

265. KASPAR, ELIZABETH ANN. "An Investigation of College Climate Among Students of Varying Ability: Comparisons with the Albion College Climate and Across Types of College Climate." *Dissertation Abstracts A*. Ann Arbor, Mich.: University Microfilms, 1967. Order No. 66-12663. 159 pp.

Differences in perception of the Albion College climate by 109 students of high, middle, and low ability are assessed. Comparisons are made between the Albion environment and Pace's assessment of university and college climates. Most aspects of the college climate were perceived similarly by students of varying abilities. Students of middle and low ability were more sensitive to vocational climate, while middle ability students were more aware of academic organization. The Albion College climate shows the least resemblance to Pace's humanistic environment or his rugged individualism environment.

266. MARTIN, WARREN BRYAN. *Institutional Character in Colleges and Universities: The Interaction of Ideology, Organization, and Innovation*. Berkeley:

University of California Center for Research and Development in Higher Education, 1969. ED 030 403. 545 pp.

How do administrators, faculty, and students define institutional character in the present climate of social and educational change? Institutions are characterized by conformity at the level of basic values and institutional goals; real diversity has been constricted and is superficial rather than substantive. Four liberal arts colleges, two private institutions, and two universities were analyzed.

267. MASTERSON, RUSSELL WILLIAM. "An Elapsed Time Study of Changes in Perception of a College Environment as Measured by the College and University Environmental Scales at a Small Liberal Arts, Church-Affiliated College." Ph.D. dissertation, Boston College, 1968. Order No. 69-9829. 199 pp.

Changes in the perception of the college environment are attributable, in part, to exposure to the environment for a period of 2 years. Among the 222 students at one small church-affiliated liberal arts college, differences between groups centered on student concern for those things measured by the Community and Scholarship Scales. Students perceived the college as more friendly after 2 years. For the college dropouts, perception of scholarship seemed most important.

268. ROYSE, NYAL DAILEY. "A Study of the Environment of Harding College as Perceived by its Students and Faculty and as Anticipated by Entering Students." Ed.D. dissertation, Memphis State University, 1969. Order No. 70-1912. 223 pp.

The College Characteristics Index was given to 800 students at Harding College to determine psychological pressures on them and to 70 faculty members to discern their aims for college. Great areas of consequence and little dissonance with college goals were found among present students. Incoming students showed greater dissonance. Suggested are better communication of college objectives to outside publics and greater avenues of communication in the institution.

269. SIDLES, CRAIG WILLIAM. "The Relationship of Changes in Freshman Perceptions of Campus Environments to College Achievements and Attrition." Ph.D. dissertation, University of Iowa, 1968. Order No. 69-8809. 166 pp.

A total of 436 students in the 1964 and 1966 entering freshman classes at Cornell College in Iowa were tested for their perceptions by the CUES. Results gave little evidence to support the postulate that "A person's processes are psychologically channelized by the ways in which he anticipates events." The study did present limited evidence that it may be the overall discrepancy between expected and actual college environment which bears some relationship to performance and attrition of college students.

270. SPEERSTRA, BARBARA TUTTLE. "A CUES Environmental Study at a Small Catholic Liberal Arts College for Women." Ed.D. dissertation, Indiana University, 1968. Order No. 69-6775. 136 pp.

Discovering the relationship between the stated purposes and the environmental perceptions of a given institution by those directly involved (students, faculty, and administrators) was the purpose of this study. The environment of this institution followed the typical pattern for Catholic women's colleges; however, it was not in harmony with its stated objectives. There were large differences within and between groupings on the scholarship and awareness scales.

271. STAFFORD, NORMAN IRA KEITH. "Analysis of the Factors which Influence Music Majors to Matriculate into a Liberal Arts College, a State College, or a University in Iowa." Research study no. 1, Colorado State College, 1965. Order No. 65-14836. 128 pp.

Factors that influence undergraduate music majors in selecting an educational institution were analyzed for the University of Iowa, a state college in Iowa, and Coe College. The institutional area of music reputation and curriculum was considerably more influential in selection than the areas of economic, personal, and social influence, reported the 238 music majors who participated in the study.

Church Colleges and Student Attitudes

272. BAYER, LESTER RALPH. "Critical Analysis of the Ratings of Their Educational Experiences at Lutheran Colleges." Ed.D. dissertation, University of Texas at Austin, 1968. Order No. 68-16038. 409 pp.

Opinions and ratings of transfer and native students in the junior and senior classes at the three 4-year colleges of the Lutheran Church Synod are analyzed. Student experiences during the freshman and sophomore years and the system of the college are surveyed. No significant differences are found between ratings. In general, student opinion does not indicate a need for change in system structures, but does indicate a need for more coordination and articulation among colleges.

273. BEACH, LESLIE R. "Personality Change in the Church-Related Liberal Arts College." *Psychological Reports* 19 (December 1966): 1257-58.

A sample of the 1961 freshman class at Whitworth College completed several personality scales that were repeated at the end of the sophomore and senior years. Both men and women declined over 4 years in ethnocentrism and authoritarianism. When compared with studies at secular colleges, Whitworth showed smaller increases in impulse expression, greater declines in schizoid functioning, and continuing personality change during the last 2 years of college.

274. BITNER, GEORGE HULL. "Religious Attitudes and Values and Religious Activities and Counseling Experiences of Upperclass Students at a State and Church College." Ed.D. dissertation, Pennsylvania State University, 1965. Order No. 66-8700. 168 pp.

To evaluate the difference in values, attitudes, and religious feelings at a church college and a state college, 80 students from each were given the Test of Religious Thinking: A Measurement of Attitudes and the Study of Values. A greater participation in religious activities and religious counseling was revealed by students at the church-related college. Attitudes and feelings were similar between institutions, although the most significant differences were between men and women.

275. BRATTAIN, WILLIAM EDWIN. "An Analysis of the Leisure Time Activities of Manchester College Students." Ph.D. dissertation, Indiana University, 1967. Order No. 67-12096. 243 pp.

An analysis of the leisure-time activities of Manchester College students revealed that (1) expanded recreational facilities are needed; (2) most students do not adhere to the traditional position of no dancing or card playing; and (3) socialization activities are needed. The Association of College Unions should formulate a questionnaire using this and similar studies to be used by member institutions for self-study.

276. DAVENPORT, GOLDMAN GLENN. "A Comparison of a Constituency's Enrollees and Non-enrollees in a Small Church-Related College." Ed.D. dissertation, University of Nebraska, 1969. Order No. 69-17319. 160 pp.

Differences are examined in 411 Seventh Day Adventist high school graduates of 1967 who were divided into subgroups: 182 first-year freshmen attending Union College, 62 first-year students attending some other post-high school institution, and 40 nonattenders who discontinued their formal education. Union College needs to reevaluate and update courses to meet the needs of varying abilities and to create a more efficient program for publicizing financial aid for those who qualify.

277. GEIER, WOODROW A., ed. *Campus Arrest and the Church-Related College*. Nashville, Tenn.: United Methodist Church Board of Education, 1970. 131 pp.

These essays on issues besetting contemporary campuses resulted from a consultation sponsored by the United Methodist Church, at which scholars and college leaders presented their views. Of particular interest are the chapters by Joe E. Elmore, "Needed: A Creative Response," and Beverley A. Asbury, "The Role of the Chaplain."

278. HAKES, JOSEPH. "A Comparison of Freshmen at Calvin College from Protestant Day School and Public School Backgrounds Relative to Bible Knowledge, Value Orientation, and Dogmatism." Ed.D. dissertation, University of Pittsburgh, 1967. Order No. 68-7510. 161 pp.

To find differences among certain students of Protestant day school and public school backgrounds, three instruments were used: Standardized Bible Content Test, Form A, Prince's Differential Values Inventory, and Rokeach's Dogmatism Scale, Form E. Students from church-related high schools demonstrated a greater knowledge of biblical information. No significant differences were found, however, between the two types of schools on value orientation or tendency toward dogmatism.

279. HOPKINS, SAMUEL LINTON. "An Investigation of the Attitude of a Selected Group of Church-Related College Students Toward Evolution." Ph.D. dissertation, New York University, 1966. Order No. 66-9458. 91 pp.

The attitudes of students at a selected group of church-related colleges are influenced to a statistically significant degree by these factors: females give less support to evolution than males; students from a religious background give less support than those from a secular background. The more education the parents have, the more favorable the children are toward evolution, but it is unlikely that academic placement of the student is an influence.

280. LENNING, OSCAR T. *Student Factors Related to Educational Growth at a Church-Related Liberal Arts College*. Washington: American Educational Research Association, 1970. ED 039 573. 49 pp.

This study relates educational growth in college to factors the students bring with them into the college situation, as distinguished from relating education growth to actual collegiate experiences. Educational growth is operationally defined as estimated true test-retest change on the ACT Program Composite scores. Data are from 799 freshmen at one college; a control for sex differences is employed. Results point up significant variables for the total group, as well as for each sex.

281. LINDBERG, WILLIAM E. "The Longitudinal, Differential Impact of a Small, Christian-Oriented Liberal Arts College on the Dogmatism and Values of Its Students." Ph.D. dissertation, Loyola University (Chicago), 1971. Order No. 71-28129. 166 pp.

Change or lack of change in values of Wheaton College graduates within the first 2 years following graduation is studied. One hundred-five members of the 1969 graduating class were surveyed; data were compared with data taken at graduation 2 years previously. Wheaton College graduates continue to operate within an attitude, value, and behavior framework solidified by their senior year in college.

282. MEYER, PAUL GERHARDT. "Factors Related to Adherence to Denominational Patterns Among Missouri Synod Lutheran College Students." Ph.D. dissertation, University of Pittsburgh, 1966. Order No. 66-10080. 259 pp.

To measure the degree to which persons profess adherence to denominational patterns, the Lutheran Religious Life Indicator, the Myers-Briggs Type Indicator, and a personal data sheet were administered to a stratified random sample of 701 college students affiliated with the Missouri Synod. Investigated were personality type, curriculum, sex, year in college, GAP, parents' occupation, denomination, age at baptism, and attendance at Sunday School. The strongest relationships were between professed adherence and experience with the denominational educational system. The educational system of the Lutheran Church-Missouri Synod succeeds in developing a professed adherence to the denominational patterns and in guiding youth into church-related occupations.

283. NELSON, HENRY WALTER. "A Descriptive Analysis of the Policies and Practices Governing the Standards of Conduct at a Group of Selected Church-Related Colleges." Ed.D. dissertation, Indiana University, 1965. Order No. 65-14057. 207 pp.

The effectiveness in selected church-related colleges of regulations influencing students toward the goals of the colleges is examined. Data from deans of students and students provided two theoretical models: the "primarily religious" and the "permissive" or "neutral." Comparisons, contrasts, and problems of the two were studied. In the primarily religious groups, student discipline is regimented, while the permissive group functions with individual determination. Two major problem areas of student discipline are smoking and drinking. Often a different set of values governs the institutional codes of behavior than exists among students and their parents.

284. OTTOSON, JOSEPH WILLIAM. "A Longitudinal Study of the Expressed Problems of Students Attending a Midwestern Church-Related Liberal Arts College." Ph.D. dissertation, Northwestern University, 1967. Order No. 67-15309. 120 pp.

The Mooney Problem Checklist and a supplementary questionnaire were used to examine the freshman class at Gustavus Adolphus College in fall 1958 and in their subsequent 3 years in college. Highest on the problem list were adjustment to college work, social and recreational activities, and personal-psychological and social-psychological relations. In solving problems on campus, more than half the problems were brought to fellow classmates. Only 20 percent were brought to advisors and deans. Off campus, more than 80 percent were brought to family and friends. Students tried to resolve 57.3 percent of all problems listed without help from others.

285. SCHUBERT, JOE DAVID. "The Impact of Selected Colleges on Students' Values." Ed.D. dissertation, University of California, 1967. Order No. 67-8030. 121 pp.

The college experience in general has little influence on student values. The Allport-Vernon-Lindsay Study of Values was administered to random samples of freshmen and seniors at two large state universities and two

small church-related colleges in the Southwest in fall 1965. It was found that women change more than men, and seniors are slightly more heterogeneous than freshmen. More intensive studies with long follow-up should be done. Values could be changed by institutions without existing methods. Institutions must adapt to expressed student values.

286. SWANSON, CARL DAVID. "An Investigation of Role Stress Among Students at Selected Church-Related, Liberal Arts Colleges." Ed.D. dissertation, Western Michigan University, 1971. Order No. 71-23414. 116 pp. Five colleges were rated on a liberal-conservative continuum and students from each given the College Student Role Questionnaire. Students at the conservative colleges evidence higher stress. Wide differences are found between students at liberal and conservative colleges in activities, roles, and reasons for selecting colleges. Pot users, homosexuals, and low-grade-point students all evidence more stress than nondrug users, nonhomosexuals, and students with higher grades. Compared with a sample of university students, students at the five church-related colleges show less stress.

287. ZOLLINGER, LELAND HALE. "A Comparison of Values Expressed by Students in Seventh-Day Adventist Colleges to Values Held by Students in Other Colleges and Universities." Ed.D. dissertation, University of Tennessee, 1969. Order No. 70-7610. 145 pp.

Students in four colleges were given the Study of Values test, and differences were examined. The types of colleges were church-owned-and-operated, SDA; church-affiliated, non-SDA; and a public state university. The SDA students were significantly different from those in all other types of colleges in almost every value area, especially religion.

Disadvantaged and Minority Students

288. *Admission of Minority Students in Midwestern Colleges*. New York: College Entrance Examination Board, Midwest Committee for Higher Education Survey, May 1970. ED 041 557. 27 pp.

Recent experiences of a representative group of 129 four-year midwestern colleges in recruiting and enrolling minority students are reported. Three out of five senior institutions were working actively to enroll minority students. The recruiting method regarded as most successful typically involved minority staff, special programs for minority students, and direct contact with institutions or minority students. Critical is the availability of public funds to expand programs and support more students.

289. *The Antioch New Directions Program: A Report to the Antioch Community and to the Board of Trustees from the Steering Committee to Increase Antioch's Pluralism*. Yellow Springs, Ohio: Antioch College, 1970. ED 041 089. 91 pp.

The New Directions Program will direct many of the energies and resources of Antioch College toward achieving the parallel aims of student pluralism

and social change. Methods and tasks to be accomplished for these dual objectives are assessed. To ensure student pluralism, a minimum of 80 low-income minority working class students will be admitted each year. A comprehensive program of academic, personal, and financial supportive services will help these students succeed.

290. BRITTS, MAURICE W. "An Analysis of an Educational Program for Non-white Students at Concordia College, St. Paul." Ed.D. dissertation, University of Minnesota, 1971. Order No. 71-28198. 192 pp.

The reactions of minority group students and a sample of the general Concordia student body to the special program for nonwhite students initiated in 1968 are evaluated. A large percentage of black and Indian students found the student body unfriendly, yet the majority of whites desired to be friendly and helpful. A majority on campus agreed that scholarship opportunities should be the same for white, black, and Indian students. Barriers should be broken down, and assistance extended to minority students.

291. BUSH, DIXON. "Disadvantaged Students at College: A New Dimension." *College & University Bulletin* 19 (March 1967): 2-3.

Antioch College initiated a Program for Interracial Education to provide full expense to disadvantaged students with high native intelligence but poor high school records. These students do not represent usual academic patterns but can given new vigor to the academic community, especially by rejecting pat answers and doubting the relevance of ordinary academic pursuits. A firm relationship with a faculty member is helpful to these students, who manage day-to-day experiences better than long-range assignments and abstract contexts.

292. CENTRA, J.A. *Black Students at Predominantly White Colleges: A Research Description*. Berkeley: Educational Testing Service, 1970. ED 042 420. 23 pp.

How do background characteristics, activities, goals, and perceptions of black students at predominantly white colleges differ from those of their white counterparts? A group of 249 black students at 83 institutions and a matched group of whites constituted the sample. Similarity was greater than predicted. Both groups perceived the general features of the college environment in the same way, though the racial environment was viewed quite differently. Black and white students differed in background characteristics.

293. *The College and Cultural Diversity: The Black Student on Campus*. Atlanta: Southern Regional Education Board, 1971. ED 055 563. 87 pp.

Selective results of a survey on 337 campuses in 14 southern states are summarized for innovative programs that institutions developed to assist minority students. Emphasizing positive approaches to build community and awareness rather than remedial classes, the programs are wide ranging with heavy emphasis on dialogue and self-improvement groups.

294. GRAHAM, JEWEL. *The Antioch Program for Interracial Education: A Five-Year Report, 1964-1969*. Yellow Springs, Ohio: Antioch College, 1969. ED 033 416. 82 pp.

Antioch College developed a program to see if overlooked minority group students with academic potential would benefit from attendance at Antioch and would also contribute positively to the college. Minority students were accepted by relaxing admissions standards and were provided enrichment, counseling, and aid. The five-year report raises many questions about the nature of education's contribution to the solution of problems posed by poverty and racial injustice. The major impact of the students on the college is that the program became a vehicle for education in race relations.

295. *The Minority Student on the Campus: Expectations and Possibilities*. Berkeley: Center for Research and Development in Higher Education, 1970. ED 046 547. 219 pp.

These 20 papers are divided into seven major groups: (1) Introduction, (2) Minority Students and the Campus Environment: Research Perspectives, (3) Minority Students and the Campus Environment: Student Perspectives, (4) Minority Students on Campus, (5) Noncurricular Programs for Minorities, (6) Curricular Programs for Minority Students, and (7) Pluralism and Peace on Campus.

296. PALMER, ROY VIRGIL. "The Problem of Talent Migration and the Role of the Small Private College in Foreign Student Education." Ph.D. dissertation, University of Michigan, 1968. Order No. 69-2366. 325 pp.

Migration of foreign students in small private colleges associated with the Church of Christ is examined with factors associated with return or non-return to the homeland. The relationship between policies and practices of foreign student education and migration is also explored. Employment factors seem most decisive. Those who anticipated threat from unstable political or economic conditions tend to remain abroad. The small college has potential for a greater contribution to foreign student education, but most colleges are doing no actual planning for the future or the present.

Governance

297. *Bibliography on Institutional Governance*. Washington: Association of Governing Boards of Universities and Colleges, 1969. ED 032 003. 9 pp.

This bibliography of 96 items on governance and control of colleges and universities centers on the role and character of trustees and trusteeships, but also includes entries on the administration of church-related institutions, and the roles of administrators, faculty, and students. Items are from publications appearing from 1933 to 1968.

298. BLANCHARD, KENNETH HARLEY. "The Unfavorableness of the Group Situation in a Board of Trustees to its Principal Designated Leaders—The College President and the Board Chairman." Ed.D. dissertation, Cornell University, 1967. Order No. 67-8756. 211 pp.

Tested at 20 private 4-year colleges in New York State, the proven hypothesis of this study is that the group situation in a board of trustees is moderately unfavorable to its leaders. Under board conditions, it is anticipated that considerate, diplomatic leader behavior may induce trustees to cooperate more than controlling, managing, and directive leader behavior. The latter may lead to intraboard conflict and poor leader-member relationships. The survey used the Leader-Behavior Description Questionnaire on board members.

299. BOLMAN, FREDERICK DEW. *How College Presidents Are Chosen*. Washington: American Council on Education, 1971. 60 pp.

Bolman, in analyzing typical patterns in selecting institutional chief executives, found that 87 percent of the institutions he compared utilized a special trustee committee. To offset the often unrealistic characteristics that many institutions hope for in a new president, Bolman suggests that the search committee completely review the purposes, status, strengths, and weaknesses of an institution and then choose a leader who best fits the grid of institutional needs.

300. BRADLEY, DOROTHY PHILLIPS. "Student Participation in the Governance of Predominantly Negro Colleges and Universities: A Comparison of Views Held by Administrators and Students." Ph.D. dissertation, University of Mississippi, 1968. Order No. 69-3957. 207 pp.

These colleges exhibit a large degree of freedom, but they all have less freedom and more regulations than the average college campus. Interest in student government is increasing, but existing student government associations are poorly organized, in need of leadership and direction, and have inappropriate racist influences. The population of the study was 4-year, predominantly Negro colleges with enrollments over 500. A questionnaire was mailed to two representative administrators (college president and dean of students) and two representative student leaders (president of the student body and editor of the student newspaper). For each campus in the population, an intensive study was made at six selected institutions.

301. BURNS, GERALD P. *Trustees in Higher Education: Their Functions and Coordination*. Washington: Independent College Funds of America, 1966. 194 pp.

After surveying the trusteeship in American educational history, Burns turns to trustees in academic governance roles dealing specifically with trustees and the budget, promotion, and trends in higher education. He recommends a definite institutional program for new trustees, including orientation distinct from that for veteran trustees, a reading program, and discussion sessions. He stresses the value of new trustees spending considerable time on campus.

302. CHICKERING, ARTHUR W. *Student-Faculty Relationships: Bedrock for College Governance*. Plainfield, Vt.: Project on Student Development in Small Colleges, 1969. ED 038 910. 23 pp.

A survey of 13 small colleges indicates limited communication between students and faculty outside class and limited thought and exchange of ideas in class, despite the greater autonomy and sophistication of students today. Most colleges do not provide an atmosphere of open debate and involvement. Campuses should redirect energies to more relevance in curriculum and authenticity and openness in out-of-class relationships between faculty and students to provide a climate for satisfactory decisionmaking.

303. FISHER, WILLIAM PIERRE. "Boards of Trustees of Selected Colleges and Universities of New York—Their Receptivity to Change and Perceptions of Effectiveness." Ed.D. dissertation, Cornell University, 1968. Order No. 68-16740. 344 pp.

A two-part study of the trustees of private, nondenominational New York State institutions was conducted. Part I asked participating institutions for general information about their governing boards. Part II involved a 98-item questionnaire submitted to 770 trustees. Nearly two-thirds of all respondents perceived the board as operating at a high degree of effectiveness, especially in financial management and control. The majority of trustees agreed that formal training programs are needed for new trustees, board members should not receive remuneration for their services, and a compulsory retirement age for trustees is necessary. Most trustees thought faculty members should not be included in board membership.

304. GILLIN, SISTER CAROLINE M. *Simulation to Facilitate Faculty Participation in College Government*. Detroit: Wayne State University, 1969. ED 030 393. 209 pp.

This study explores the use and effectiveness of a simulation technique to promote faculty participation in college government. The simulation materials in the experiment were adapted from Clark C. Abt's "An Education System Planning Game." The study was carried out at a small, private liberal arts institution in the Midwest, run by a Catholic order with 81 fulltime faculty members. The simulation technique can be a key method

in strengthening the possibilities of community government as a pattern of organization for a college.

305. HALSTEAD, FRANCIS E. *The Legal Status of the Non-Public College and University in the United States*. Denver: Denver University, 1966. ED 010 584. 303 pp.

A national survey identifies the relationships of substantive and common law to the organization and operation of nonpublic American colleges and universities. The constitutions and statutes of the 50 states were searched to determine whether the powers granted in the charters justified the assumption that the state exerted increasing control over nonpublic institutions from 1636 to 1965. The findings show significant differences among the states.

306. HARTNETT, RODNEY T. *College and University Trustees: Their Backgrounds, Roles, and Educational Attitudes*. Princeton, N. J.: Educational Testing Service, 1969. ED 028 704. 76 pp.

From the responses of more than 5,000 board members, extensive data were compiled about trustees: who they are, what they do, and how they feel about current educational issues. The information ranges from religious and educational background through social and political views to knowledge of current literature on higher education and financial donations to colleges. The typical trustee is white, in his late fifties, well-educated, and financially well off.

307. _____. *The New College Trustees: Some Predictions for the 1970's: A Research Consideration of Some of the Possible Outcomes of Greater Diversity on College Governing Boards*. Princeton, N. J.: Educational Testing Service, 1970. ED 045 013. 84 pp.

This study of over 5,000 trustees examines in detail the characteristics of previously underrepresented subgroups: Negroes, women, and people under age 40. Continued increases of these people on college governing boards will probably have a liberalizing effect on the overall orientations of most boards of trustees. The appendices contain the trustee questionnaire used to measure attitudes toward academic freedom and democratic governance. Data were gathered in a 1969 survey by the author to prepare *College and University Trustees: Their Backgrounds, Roles, and Educational Attitudes*.

308. HARVEY, JAMES. "College Trustees." *Currents '71*. Washington: ERIC Clearinghouse on Higher Education, June 1971. ED 049 397. 5 pp.

Harvey surveys selected literature published since the midsixties on trustees touching on the authority and duties of governing boards. Recent suggestions to improve trustee board performance include sharing power with faculty and students; admitting more women, minority group members and occupational group members to boards of trustees; and maintaining a general openness and spirit of cooperation.

309. HERRON, ORLEY R., JR. *The Role of the Trustee*. Scranton, Penn.: International Textbook Co., 1969. 182 pp.

After surveying the power structure in higher education, the author examines the authority and prerogatives of trustees, the role of the president, the organization of boards, and communications problems. The businessman trustee can be oriented toward his role through in-service-type education programs, such as workshops, consultants, retreats, trustee-faculty dinners, and mailings to trustees.

310. _____. "A Study of In-Service Education Programs for Board of Trustees in Selected Colleges and Universities of the United States." Ph.D. dissertation, Michigan State University, 1965. Order No. 65-14227. 194 pp.

How are trustees prepared for their roles? Trustees should be more interested in and knowledgeable about how their colleges are run. Fifteen ways to educate trustees are suggested; trustee responsibility is also discussed. The in-service education program is primarily the responsibility of the president and chairman of the board. It can be implemented without a large expenditure of money. Sharing the planning of the service with the board assures a higher degree of cooperation and support. Lack of time and availability of trustees hinder formulation of a continuous in-service education program.

311. _____, and BOYER, E. L. "What Small Colleges Want—And What They Get—In Trustees." *College and University Business* 42 (March 1967): 77-79.

In this interpretation of a study of boards of trustees at selected small colleges belonging to the Council for the Advancement of Small Colleges, trustee patterns in 57 institutions are summarized. A considerable absence of professional occupations, such as law, medicine, and education, on the boards is revealed. Business and clergy dominated. More diversity in board selections both as to age and to occupation is recommended.

312. HODGKINSON, HAROLD L. *Campus Governance—The Next Decade*. Berkeley: Center for Research and Development in Higher Education, 1970. ED 039 845. 4 pp.

In our society the majority of the population is under 25, and the value orientation of this group is replacing the old Protestant ethic. The campus, however, has been slow to move toward a new ethic, causing much of the recent student protest. Existing institutions must be selectively decentralized so their governance systems can meet individual needs from the smallest unit, but effectively handle matters of logistics and support services in the largest context available.

313. _____. *College Governance: The Amazing Thing Is That It Works At All*. Washington: ERIC Clearinghouse on Higher Education, 1971. ED 051 439. 22 pp.

This summary of literature on governance from 1965 to 1970 illustrates how patterns are changing and provides models as well as reviews of decentralization, centralization, accountability, and forces influencing education from the outside. More research, especially that based on close personal interviews and direct field work, is needed to determine which forms of governance are most effective. Also needed is a systematic theory of campus governance not dependent on the governance developed by industry. An extensive bibliography is included.

314. _____. *Current Alternatives in Campus Governance*. Berkeley: Center for Research and Development in Higher Education, 1968. ED 031 133. 7 pp.

The pattern of governance an institution adopts will depend on size, complexity of organization, faculty commitment to campus discipline, extent to which a clearly identified institutional purpose exists, and the role of internal and external organizations in decisionmaking. There are various alternative governance patterns, but faculty and administration will have to alter their perceptual sets if they are to be practiced. One is a central committee consisting of faculty, student and administration representatives, and some trustee representation; another is the joint long-range planning committee composed of the same groups. There is a strong movement toward decentralized governance in these alternatives.

315. _____. *The President and Campus Governance: A Research Profile*. Berkeley: Center for Research and Development in Higher Education, 1969. ED 033 667. 17 pp.

A look at the range of presidential approaches to governance through democratic, autocratic, or participative structures leads to the conclusion that institutional structures are less important in explaining the differences in the ability of presidents to energize the system than the people who comprise the system. Successful presidents can appraise and use the ability of individuals in the system and push institutional levers to get people involved. The study is based on research in 19 colleges and universities. Although not specifically about the small college, it is useful in defining the president's role.

316. _____, and MEETH, RICHARD L., eds. *Power and Authority: Transformation of Campus Governance*. San Francisco: Jossey-Bass, 1971. 215 pp.

Thirteen essays are devoted to the exercise of power in governance and administration in American higher education. They are concerned more with the university than with the college, but the observations are relevant to all higher education. Chapters include "Trustee Power in America," by Rodney Hartnett; "Student Culture and Student Power," by Robert Johnson; "Governance in the 1970's," by Ralph Huitt; and "Who Should Have the Power," by Earl McGrath.

317. KEETON, MORRIS. *Shared Authority on Campus*. Washington: American Association for Higher Education, 1971. 168 pp.

Based on a study of 19 diverse campuses, this treatment of governance concerns the location of decisionmaking power, who is thought to hold power, and the problems ranked by various constituencies. Approaches to improve campus governance are given. Among suggestions to improve governance are to keep practice congruent with avowed goals, to balance the interests of all constituencies, to divide labor and delegate responsibility, and openness and reliability in all communications. Tables and bibliographical notes are included.

318. KNORR, OWEN and MINTER, JOHN W., eds. *Order and Freedom on the Campus: The Rights and Responsibilities of Faculty and Students*. Boulder, Colo.: Western Interstate Commission for Higher Education, 1965. ED 032 856. 101 pp.

The nature of student-faculty-administration relationships and the resulting discontent and tension on college and university campuses are a challenge to maintaining individual freedom and campus order simultaneously. Some rights and responsibilities of faculty are outlined by Ralph Brown, with the assumption that the two are necessary concomitants. Concerning the rights and responsibilities of students, students must learn to assume responsibility if they are to gain additional rights. The study has implications for governance on any campus.

319. LANGAN, MICHAEL DENNIS. "Catholic College and University Boards of Trustees in the United States." Ed.D. dissertation, University of New York at Buffalo, 1968. 204 pp.

Certain issues and problems present themselves because of structural patterns or lack of cogent structures for boards. Boards might become more effective if they did away with some of their deficiencies. A combination approach was used for this study which took into account the legal bylaws of the colleges and universities and the interviews with presidents, board members, and faculty members. There was no generalized pattern for trustee operations. The boards have not generally been effective. Most institutions will adopt one of four conceivable approaches: secularization, less control, shared control, or no change.

320. LOCKLIN, RALPH E., and STEWART, CLIFFORD T. *Student, Faculty, and Administrator Perceptions of Decision-Making at Four Colleges*. Washington: American Educational Research Association, 1970. ED 038 911. 25 pp.

Differences exist between the views of students and faculty and administration toward decisionmaking. Each group misunderstands the amount of control desired by the other. In the four Western institutions surveyed, students desired more power in decisionmaking than faculty and administration wanted them to have. The situation was intensified by each group misunderstanding the other's desires.

321. MANN, JACINTA. *Faculty Participation in College Governance: Two Small Catholic Colleges*. Greensburg, Pa.: Seton Hill College, 1968. ED 025 201. 47 pp.

Faculties at two Catholic liberal arts colleges were polled on real and desired roles in decisionmaking within the institutions. Although one college was all men and the other all women, faculties at both thought they should have the major voice in academic decisions, but that joint decisions should govern religious, personnel, and financial affairs. Men's and women's responses were compared.

322. MAYHEW, LEWIS B. *Arrogance on Campus*. San Francisco: Jossey-Bass, 1970. 155 pp.

Arrogance on the part of all groups has been a major cause of campus unrest and problems. Mayhew suggests possibilities for solutions after answering the question, Why campus disruptions? While students should be heard and their educational needs met, they have no inalienable right to participate in academic governance. Presidential power is essential to stable governance and, therefore, power and authority should be restored.

323. _____. "Emerging Concepts of the Presidency." *Journal of Higher Education* 42 (May 1971): 353-67.

The once powerful role of college and university presidents can no longer be sustained. Increasing institutional complexity, demoralization of presidential interest, superinstitutional boards of control, increasing academic units, court decisions, and the general loss of legitimacy of presidential prerogatives in the view of students and other critics have all eroded the presidential position. New styles of presidential leadership must be examined, but the power to conduct the institution must still reside with the president.

324. MCGRATH, EARL J. *Should Students Share the Power?: A Study of Their Role in College and University Governance*. Philadelphia: Temple University Press, 1970. ED 045 003. 124 pp.

This survey of student involvement in college and university governance presents a history and overview of current practices, arguments for and against student participation, techniques to achieve student participation, and ways to alter governmental structures to include more students. Such issues as *in loco parentis*, student voting on campus councils, and preparation of students for responsible votes are considered. Tables on student participation in policymaking bodies are included.

325. NABRIT, SAMUEL M., and SCOTT, JULIUS S., JR. *Inventory of Academic Leadership; An Analysis of the Boards of Trustees of Fifty Predominantly Negro Institutions*. Atlanta: Southern Fellowships Fund, 1970. ED 040 664. 44 pp.

Governance patterns of 50 private, senior predominantly Negro colleges and universities are studied to delineate the structures of the boards, their orientations, and their methodologies in facing their peculiar problems and challenges. The appendices include the questionnaire and statistical summaries of the board structure and role function.

326. PAYNE, DONALD LOREN. "A Survey of Opinions Regarding Faculty Involvement in Policy-Making in Selected Private Colleges of the Middle West." Ed.D. dissertation, University of Missouri, 1968. 205 pp.

Some 257 fulltime faculty members from 89 colleges were asked to what degree they participate in the policymaking process and what degree they believe they should be involved. There was general agreement that they should be involved more than they have been, especially those of low professorial rank and those in the humanities. The opinionnaire was mailed to fulltime faculty members of selected, private, 4-year, coeducational liberal arts colleges in the midwest.

327. RAUH, MORTON A. *The Trusteeship of Colleges and Universities*. New York: McGraw-Hill Book Co., 1969. 160 pp.

This book throws light on the control and administration of higher education, ranging in subject matter from the responsibilities of trustees to their political leanings and views on student activism. Rauh's key question is, Have college trustees served well, or could others, for example, professors, have been more effective? Based on a survey of 5,400 trustees and interviews with over 1,000, the volume updates and augments *College and University Trusteeship*. A chapter is included on trustees in Catholic colleges.

328. ROBINSON, L. H., and SHOENFELD, J. D. *Student Participation in Academic Governance*. Washington: ERIC Clearinghouse on Higher Education, February 1970. ED 035 786. 26 pp.

A brief review of six areas of student governance accompanies an extensive annotated bibliography and a compendium of recent changes, institution by institution, in college and university governance. The six areas are: (1) current practices, (2) attitudes of all factions, (3) cases for and against student participation, (4) models of governance, (5) methods to increase student involvement and (6) institutional proposals to increase student involvement or establish new governance structures.

329. SANDIN, ROBERT T. *Powers and Purpose in Collegiate Government: The Role of the Faculty in Academic Planning*. Toledo: University of Toledo, 1969. 37 pp.

This short review of theory and the accompanying guidelines for faculty participation in academic governance emphasize the development of a climate from which institutional leadership can emerge. The collegiate system fragmenting into diverse interest groups needs responsible faculty involvement. Ways are suggested to enhance faculty involvement.

330. SEXTON, DONALD GORDON. "Student Participation in Governance in Selected Colleges and Universities." Ed.D. dissertation, University of Tennessee, 1968. Order No. 69-7181. 131 pp.

Student participation in governance is investigated at five community colleges, five private colleges, and five state universities located near the University of Tennessee. Prevailing practices are compared with the dominant themes of student participation in governance taken from the literature from 1950 to the present: legal framework, areas, channels, and bases for participation. The chief academic officer, student affairs officer, and student government officer on each campus was interviewed. A majority of the academic deans believe students should participate in all areas of governance except academic standards, admissions, and college fiscal policies and procedures; the dean of students excepts only college fiscal policies; the student body president excepts academic standards and admissions.

331. SHEA, ROBERT SMITH. "The Role of the Provost in American Colleges and Universities." Ed.D. dissertation, Columbia University, 1967. Order No. 68-2439. 236 pp.

Forty-five institutions with an office of provost participated in this study. The provost is the chief academic officer of his institution, but he rarely engages in such tasks as fund raising, public relations, plant management, and student activities. The future of the provost role depends largely on its utilization in the individual institution. The provost is allied to neither the administration (as is the vice president) or to the faculty (as is the dean), and so can make a valuable contribution.

332. *The Trustee: A Key to Progress in the Small College*. Washington: Council for the Advancement of Small Colleges, 1970. ED 043 305. 164 pp.

The role of the trustee is reviewed with emphasis on the need for institutional awareness, productive trustee-presidential relationships, and the fiscal responsibilities of trustees. Student and faculty characteristics are mentioned. Especially useful is a paper by John R. Haines, "Trustee and Fiscal Development," with charts on budget building. These papers were presented at an institute for trustees and administrators of small colleges in August 1969.

333. WEBBER, WARREN LORAIN. "Communications in the Internal Governance of Small Church-Related Liberal Arts Colleges." Ed.D. dissertation, Ohio State University, 1966. Order No. 67-2559. 290 pp.

Twenty specific recommendations are made to increase the flow of communications among the administration, faculty, trustees, and students. These include occasional joint participation among the four groups through committee meetings, round-table decisions, presidential luncheons, publications, campus planning, and academic policy meetings. Church-related colleges in the United States, listed in the 1962-63 Educa-

tion Directory under coed institutions with enrollments of 500- 900 students, composed the sample.

334. WICKE, MYRON F. *Handbook for Trustees*. Nashville, Tenn.: Division of Higher Education, United Methodist Church, 1969. 103 pp.

The responsibilities of trustees in charge of colleges with enrollments of less than 3,000 students are emphasized in a descriptive rather than interpretive or analytical overview of trustee responsibilities. The major focuses for trustees are selecting the president, setting the objectives and policies of the institution, and preserving and investing assets.

335. WISE, W. MAX. *The Politics of the Private College: An Inquiry Into the Processes of Collegiate Government*. New Haven, Conn.: The Hazen Foundation. 1968. ED 037 178. 67 pp.

Many private colleges have themselves to blame for failing to adapt to new pressures in higher education and develop new purposes that elicit the support of faculty, students, and the public. The traditional relationship of faculty and students to presidents and trustees must be modified to meet contemporary challenges. The study, based on an extensive analysis of six private liberal arts colleges, emphasizes that the college has adapted to various changes in society over the last century; the colleges must make further adaptations if they are to serve current needs. The prevailing style of presidential leadership needs revision to share power with faculty and students.

Administration

336. ANDERSON, CONWELL A., ed. *Administrative Team Leadership in Concept and Practice*. Athens: University of Georgia, 1966. 57 pp.

Composed of papers presented at a conference on administrative team leadership, this booklet treats college management and the leadership roles of the president, business officer, and dean, all intent on developing administrative team effectiveness. Such effectiveness requires precise definition of the responsibilities of each officer and the cooperation of the whole team in accomplishing objectives.

337. BACHMAN, JERALD G. *The Way in Which the Organization of College Departments Affects the Performance and Attitudes of College Faculty*. Ann Arbor: Michigan University Survey Research Center, 1966. ED 010 557. 57 pp.

Effects of organizational characteristics of academic departments on performance and attitudes of college faculty members were studied. Three topics were discussed: (1) academic departments, (2) organizational goals and their clarity, and (3) determinants of clarity in organizational goals.

338. BAKER, GEORGE A. "Music Administrative Practices and Problems in Southern Baptist Colleges." Ph.D. dissertation, George Peabody College for Teachers, 1967. Order No. 68-2890. 290 pp.

Practices were: average undergraduate teaching load of 15 semester hours for music department faculties, median of 7 fulltime faculty, median of 1.5 parttime faculty. Principal problems were: heavy teaching loads, inadequate musical backgrounds of freshman music students, small attendance at musical programs, inadequate music buildings. Data were collected from 36 Southern Baptist and 20 other church-related college music administrators.

339. BARCUS, F. EARLE. *Alumni Administration: 50 Colleges Study*. Washington: American Alumni Council, 1968. 112 pp.

Designed to encourage more effective alumni association administration, this report focuses on the best ways to organize and expedite alumni programs. Part I analyzes the results of a questionnaire sent to 48 campuses. Part II examines the data from 141 institutions volunteering information to the Council since 1958. Part III presents conclusions and implications growing out of the programs on the many campuses. The study is useful for small college alumni programs.

340. BOLIN, JOHN J., ed. *Management Information for College Administration*. Athens: University of Georgia, 1971. 76 pp.

Four chapters are devoted to obtaining and using management information in college leadership; "Information Needs for a College's Institutional Program," "From Administrative Data to Management Information," "Planning, Programming, Budgeting," and "Simulation Models in College

Planning and Administration." Specific information is offered on decision-making based on adequate information and the steps involved in PPBS budgeting and simulation models. Graphs and diagrams are included.

341. BOOTH, DAVID. *The Training of New Department Chairmen. The Need, Present and Proposed Programs*. Boulder, Colo.: Western Interstate Commission for Higher Education, 1969. ED 028 711. 11 pp.

Although institutions have an interest in recruiting, retraining, and developing the administrative and educational abilities of department chairmen, most institutions do little to help fulfill the chairmen's need for role socialization and development and for understanding administrative procedures. In helping to define the role and responsibilities of chairmen, WICHE programs aim to link administrative training to the resolution of fundamental departmental issues. The efforts by WICHE to this end are summarized. Reference material on preparing department chairmen for their role is included.

342. BRIEN, RICHARD H. "The 'Managerialization' of Higher Education." *Educational Record* 51 (Summer 1970): 273-80.

General arguments favor systems analysis approaches to effective administration. Although concerned more with large institutions, the perspectives have implications for the small college. Scientific management is necessary in higher education if management of institutions of any size is to be effective.

343. BURKHART, ROY W. "Contrasting Role Expectations of College Directors of Physical Education and Athletics." Ed.D. dissertation, Wayne State University, 1965. Order No. 66-1224. 335 pp.

The views of college athletic directors toward their athletic program are analyzed at 14 liberal arts colleges in Michigan and Ohio. The views of the directors in most of the institutions are similar. Staff members rate staff relations ahead of public relations, directors vice versa. Both staff and directors agree that administrative duties and curriculum should rank first and second in the priorities of the director of physical education.

344. CAFFREY, JOHN, and MOSMANN, CHARLES J. *Computers on Campus: A Report to the President on Their Use and Management*. Washington: American Council on Education, 1967. 257 pp.

More than 50 colleges and universities were queried about the place and potential of computers on the college campus. Written for an administration unversed in computer terminology and expertise, this overview covers uses ranging from transactional processes to planning for the future and assists administration in differentiating between legitimate need for computer services and more promotional efforts.

345. CASE, C. MARSTON, and CLARK, STEPHEN C. *A Bibliographic Guide to Operations Analysis of Education*. Washington: National Center for Educational Statistics, 1967. ED 025 851. 22 pp.

This bibliography on operations analysis in education includes 155 quantitative and analytical entries. Documents cover techniques of operations research, systems analysis, cost analysis, benefit cost analysis, multivariate statistical methods, economics, or computer science.

346. *Computers in Education: Their Use and Cost*. Detroit: American Data Processing, 1970. ED 040 581. 97 pp.

Computers are used in secondary, undergraduate, and graduate education. Discussed are needs of computer science students, computer languages, interaction between educational and research uses of computers, and faculty orientation in the use of computers. Information is provided about estimating the costs of purchasing, installing, implementing, and operating a media system. The effects of certain regulatory agencies on various media systems are discussed.

347. *Computers in Higher Education: Report of the President's Science Advisory Committee*. Washington: President's Science Advisory Committee, 1967. ED 029 581. 84 pp.

Federal Government assistance to colleges and universities is recommended to make up deficiencies in educational computing facilities and to support leadership and innovation at those institutions that presently have computer facilities. Appendices include estimates of the cost and capacities of an adequate computer service for institutions, as well as data on existing computer facilities and present government expenditure in the field.

348. CORN, PAUL ELDON. "Functions of Public Relations in Small Private Colleges." Ph.D. dissertation, Indiana University, 1966. Order No. 67—3733. 91 pp.

The priority rankings of college presidents and public relations officers for public relations are: publicity, fund raising, alumni relations, administrative and nonpublic relations activities, recruitment relations, and placement services. Detailed job descriptions are desirable; there is no correlation between role dissonance and inexperience and much role dissonance is traced to lack of an adequate job description or poor communication with the president. This study is recommended for those writing or rewriting a job description.

349. DIBDON, ARTHUR J., ed. *The Academic Deanship in American Colleges and Universities*. Carbondale: Southern Illinois University Press, 1968. 269 pp.

Former and present deans, students of academic administration, presidents, and faculty discuss the dean's problem with authority and good humor. Academic deans influence educational goals and methods, faculty recruitment and retention, curriculum, campus learning climate, and support for various parts of the academic program.

350. DREWRY, GALEN. *The Administrative Team—What It Is and How It Works*. Athens: Georgia University Institute of Higher Education, 1967. ED 019 735. 21 pp.

The concept of a college administrative team is delineated. A framework of membership and functions is proposed, as well as basic guidelines for team operation and interaction. Specific roles are outlined for various officers of the institution. Initial efforts in institutions indicate that the administrative team approach may be of great value as a means to improve administrative competency.

351. _____, and DIENER, THOMAS J. *Effective Academic Administration: A Team Approach*. Athens: University of Georgia Institute of Higher Education, 1969. 27 pp.

The team responsible for academic leadership of an institution, particularly the group composed of the dean and his division chairmen, together with the librarian, should plan, coordinate, motivate, budget, and evaluate the entire academic program. Effective teams need an aura of acceptance for all team members, a climate of freedom of expression, and a willingness to tolerate different points of view within a team. The division chairman receives special attention.

352. EDWARDS, OTTIS CARROL. "Conflicts in Role Expectations for Academic Deans in Church-Related Colleges." Ed.D. dissertation, University of Southern California, 1968. Order No. 69-4525. 263 pp.

The heavy load of the academic dean should be lightened by division heads accepting more responsibility for the educational program. Personnel below an administrative level should have some voice in the selection of the person to fill the administrative position. Many conflicts are due to lack of clear definition of the role of academic dean and the people above and below him.

353. ELDRIDGE, DONALD. "Some Big Thinking for the Small College: One Man's View of the President's Job." *Alma Mater* 34 (January 1967): 14-16.

The president of Bennett College in New York reflects on the nature of the presidency, fund raising, and the best way to organize his administration. To use a football analogy, the president should be the coach, not the quarterback, of the administrative team and should expect performance from all team members.

354. ELLIS, PETER R. "A Study of the Director of Public Relations at Selected Michigan Private Colleges." Ed.D. dissertation, Michigan State University, 1968. Order No. 68-11051. 162 pp.

This study examines the roles of public relations directors, preparation patterns through formal study and prior experience, and the comparative roles performed by public relations directors in 17 Michigan private colleges. Findings include inadequate statements outlining institutional objectives and the role of public relations directors, insufficient staff and funds,

and desirability of membership in the American College Public Relations Association.

355. FELTNER, BILL D., ed. *The Administration Team: Relationships to Internal and External Groups*. Athens: Georgia University Institute of Higher Education, 1968. ED 029 613. 67 pp.

The need to improve communication links with students, the responsibilities of a small college to maintain good public relations, and an administration's appropriate relationship with its board of trustees are treated in this document. Also receiving comment are the role and composition of the board, federal aid programs, sources and targets of student malaise, and the administration's relationships to its support and development groups. The total resources of the institution should be tapped for development objectives, which means using the faculty to project the institution. Drewry presents an insightful essay, "Administrator-Faculty Relationships."

356. GREENOUGH, WILLIAM C., and KING, FRANCIS P. *Benefit Plans in American Colleges*. New York: Columbia University Press, 1969. 481 pp.

Information is provided for trustees, regents, administrative officers, and faculty committees in their policymaking and operational roles. A detailed breakdown of all types of fringe and retirement benefits for college employees of 1,232 institutions is presented. Data are summarized in extensive tabular compilations.

357. *Guidelines for Planning Computer Centers in Universities and Colleges*. Atlanta: Southern Regional Education Board, 1963. ED 037 898. 31 pp.

To aid colleges and universities in establishing or expanding computing centers, five recommendations are made: (1) great care should be taken in selecting a director; (2) the budget of the center must be given high priority; (3) equipment should be carefully selected; (4) some key staff members should be selected prior to the installation of the computer; and (5) an outside advisor should be sought. Although originally published in 1963, this description was made available again by ERIC in 1970.

358. HAMBLIN, JOHN W. *Computers in Higher Education—Expenditures, Sources of Funds, and Utilization for Research and Instruction 1964–1965, with Projections for 1968–1969. A Report on a Survey*. Atlanta: Southern Regional Education Board. ED 016 302. 328 pp.

Estimated are (1) amount and source of college and university expenditures for computers on research and instructional activities; (2) availability of computers and distribution of research and instructional usage in graduate and undergraduate academic areas; and (3) degree programs offered in computer science.

359. HANSEN, KATHRYN G., ed. *A Classification Plan for Staff Priorities at Colleges and Universities*. Urbana, Ill.: College and University Personnel Association, 1969. 299 pp.

A new edition of a standard handbook, this study clarifies purposes and principles of classification, development of plans, position controls, credits, and effective classification patterns. Nothing similar is available exclusively for small colleges.

360. HEFFERLIN, J.B. Lon, and PHILLIPS, ELLIS, JR. *Information Services for Academic Administration*. San Francisco: Jossey-Bass, 1971. 160 pp.

A desk reference to information sources about higher education provides facts about the operation of colleges and universities in a quick and convenient manner. Topics range from communications within institutions to a directory of agencies and organizations concerned with higher education. A review of important publications in higher education and a compilation of consulting services are presented.

361. HENDERSON, DONALD LEE. "A Computer and Data Processing System for Small Colleges." Ed.D. dissertation, Oklahoma State University, 1967. Order No. 68-8419. 265 pp.

Small colleges interested in developing a unit record system and eventually a computer system can follow this outline. Approximately 100 illustrations show the proposed system for administrative application and curricular revision. This study was conducted at Langston University in Oklahoma, but includes a review of procedures used at Barrington College in Rhode Island, Hamline University in Minnesota, University of Illinois, Mankato State College in Minnesota, Miami University in Ohio, University of Utah, and Wittenberg University in Ohio.

362. JOHNSON, CHARLES B., and KATZENMEYER, WILLIAM B., eds. *Management Information Systems in Higher Education: The State of the Art*. Durham, N.C.: Duke University Press, 1969. 191 pp.

The Higher Education General Information Survey (HEGIS) and the Western Interstate Commission for Higher Education (WICHE) management information systems programs are summarized. Other programs are surveyed and models suggested for future information programs.

363. KEMENY, J. G., and KURTZ, T. E. "Dartmouth Time-Sharing." *Science* 162 (October 1968): 223-28.

Dartmouth College designs a computer system simple enough that a student can correct his own program with a minimum of time and inconvenience. The programming language can be understood by the most nonscientific student.

364. KESSEL, VICKI, and MINK, OSCAR J. *The Application of Open Systems Theory and Organization Development to Higher Education: A Position*. Durham, N.C.: National Laboratory for Higher Education, 1971. 70 pp.

This survey of trends in higher education suggests how the systems approach can contribute to institutional advance and effective management. A bibliography on organization development and systems

approaches is included. Kessel and Mink pay particular attention to the role of the educational development officer in institutional decisionmaking, emphasizing the analytical and management skills he should possess.

365. LINDEMUTH, MARVIN HERALD. "An Analysis of the Leader Behavior of Academic Deans as Related to the Campus Climate in Selected Colleges." Ph.D. dissertation, University of Michigan, 1969. Order No. 69-18051. 171 pp.

Academic deans in liberal arts colleges should become more cognizant of the relationship between perceptions of their role by themselves and their colleagues and the campus climate as perceived by students. The Leader Behavior Description Questionnaire assessed leadership behavior of the academic dean, and the College and University Environmental Scales (CUES) determined the climate as perceived by students at six liberal arts colleges. Specific recommendations for change are given.

366. McGRATH, EARL J. *Selected Issues in College Administration*. New York: Columbia University, 1967. 83 pp.

Problems surveyed are college admissions, organizing the board for effectiveness, presidential authority, attracting a quality faculty, and management principles for small college leadership. This book, which emphasizes the role of the president, is directly applicable to small college operations. The president must be an innovator even though his task is becoming more difficult due to changing institutional structures and political organization. Improving the efficiency of small colleges is a major theme.

367. MORRIS, JIM R. "The Role of Administrative Assistant in Higher Education as Perceived by College and University Presidents Throughout the United States." Ed.D. dissertation. North Texas State University, 1969. Order No. 70-9145. 156 pp.

Some 1,102 college and university presidents were queried about the role of their administrative assistant, the internship aspects of the position, and the personal and professional qualifications desired. Basic positive personality traits and sound academic and professional credentials are prime requisites for employment and retention of the assistant. Public institution presidents view the position as a stepping stone, while their private counterparts view it as a career position. The role of administrative assistant should be investigated further; assistants should be asked how they regard the position.

368. NANNEY, T. RAY. *NLHE Information System Logic Manual*. Durham, N.C.: National Laboratory for Higher Education, 1971. 207 pp.

This manual explains an information retrieval system that should operate on an IBM 1130 having 8K core, one disc drive, 1132 printer, and 1442 card read/punch. A complete information system description is designed to aid the college in establishing a retrieval system.

369. *NLHE Information System Users Guide*. Durham, N.C.: National Laboratory for Higher Education, 1971. 96 pp.

Designed for the IBM 1130, this guide describes an information retrieval system for small-scale computing equipment in educational institutions. Extensive charts and tables are included. The guide is suitable for small college equipment.

370. NORRIS, LOUIS WILLIAM. "Why I Didn't Quit at Albion." *Educational Record* 52 (Spring 1971): 6.

President Norris recounts his reasons for continuing in the small college presidency: concerns for value-centered education, promotion of participatory democracy on campus, preservation of Albion from polarization, continuation of the institution, ordered change, clarification of the church relationship and spiritual values, and interaction with students who have valid criticisms of the present social order.

371. NOSSELL, JEROME, and PESCI, FRANK B., eds. *Conference on Current Problems in College Administration*. Emmitsburg, Md.: St. Joseph College, 1968. ED 047 647. 86 pp.

A 10-day conference on current problems in college administration tried to (1) improve the effectiveness and efficiency of the administrative services, (2) identify the principal areas toward which the college should direct future efforts for improvement, (3) place the administrative staff in contact with outstanding scholars and research persons, and (4) evaluate the long-range development plan of the college. The principal talks of the ten consultants are presented here.

372. PINNELL, CHARLES et al. *Automated Registration System for Colleges and Universities*. College Station, Tex.: Texas Agricultural and Mechanical University, 1969. ED 032 002. 57 pp.

A computerized system of student registration, sectioning, and record handling is effective in providing students with desired courses. A better student counseling system results from use of the system, and overall student record and reporting is improved. The manual effort and time required to complete the registration process is reduced. Student acceptance of the system is good. Instructions are made for colleges considering such a system. There is no comparable guidebook directed only at small colleges.

373. RICE, WARNER G. *The Role of the Chairman—Problems of Administrative Change*. New York: Association of Departments of English, 1967. ED 014 500. 3 pp.

Although the problems of chairmen differ, depending on the size and nature of the institution, too little attention is paid to these differences in recruiting. To fill a vacant chairmanship adequately, a program should be set up to induct those with the right talents and inclinations into minor

administrative positions and form a cadre from which principal administrative officers may be drawn.

374. RING, LLOYD JORDAN. "Organizational Characteristics of Colleges and Universities: A System Description." Ed.D. dissertation, University of California, Los Angeles, 1968. Order No. 69-11909. 212 pp.

The systems analysis approach is applied to analyze the subsystems at work in six colleges and universities. Person-oriented and nonperson-oriented items were developed. A small private liberal arts college and a small cluster-type college each produced a distinctive systematic profile that could be compared with the other institutions. The person-orientations were related to size, with the smallest institutions person-oriented, while the larger were nonperson-oriented.

375. ROURKE, FRANCIS E., and BROOKS, GLENN E. *The Managerial Revolution in Higher Education*. Baltimore: Johns Hopkins University Press, 1966. 184 pp.

Based on responses from over 300 colleges and universities and 209 personal interviews, this study identifies the impact of new management techniques on college decisionmaking, both as to type and control. A chapter on institutional research emphasizes that increased attention to data has opened up decisionmaking.

376. SCHECHTER, W. H. *Design for Decision in a Small College*. Tarkio, Mo.: Tarkio College, 1967.

The president explores the "defensive" and "participatory" approaches to the management of a college. The rationale behind each approach is presented, after which the more democratic participatory model is recommended. The president defends his conclusion on both practical and theological grounds. Schechter covers a range of topics including management techniques, communication problems, and obstacles to change.

377. SCHNEIDER, SISTER ELIZABETH ANN. "A Study of the Differences in the Expectations and Perceptions of Presidents, Deans, and Department Chairmen of the Functions of the Academic Dean in Private Liberal Arts Colleges in the North Central Association." Ph.D. dissertation, Southern Illinois University, 1970. Order No. 71-10056. 120 pp.

The perceptions and expectations of presidents, deans, and department chairmen of the academic dean's functions differ in 47 private liberal arts colleges in the North Central Association and specific areas of disagreement can be identified. The major source of difference results from the views of department chairmen. The failure to provide adequate job descriptions leads to some difference of views.

378. SCOTT, DONALD GRIGGS. "Small Colleges in Transition: Case Studies of Small Colleges Which Recently Have Achieved Regional Accreditation

for the First Time." Ph.D. dissertation, Florida State University, 1966. Order No. 67-6476. 185 pp.

The area of greatest change in the small college is the library. When a college implements proven methods and demonstrates its commitment to quality education, its regional creditation is assured. Among the seven colleges studied were Westmont, Nasson, Goddard, and Roberts Wesleyan. Plant, budget, library, teaching, services to students, staff, administration, charter, governing body, and curriculum are all considered.

379. SQUIRES, BURTON E. "Small Colleges Can Use Computers in a Big Way." *College and University Business* 44 (May 1968): 74-80.

Utility, difficulties, advantages, operation, personnel, and applications of computers in small college situations are discussed. Costs, implementation, and criteria for a small college system are detailed. Future developments and applications, as well as persistent present needs, are outlined.

380. *A Student Records Manual: Guidelines for the Administration of College Admissions, Financial Aid, and Registration Programs*. Washington: National Association of College and University Business Officers, 1970. 172 pp.

This compendium offers advice on utilizing a systems approach to administering fundamental programs in a college. Replete with charts, suggested forms, and plans of action, this work details the establishment of an adequate student records program. The guidelines are basic for any institution.

381. *Systems for Measuring and Reporting the Resources and Activities of Colleges and Universities*. Washington: National Science Foundation, 1967. ED 016 309. 443 pp.

This study devises and tests systems of measuring and reporting activities in colleges and universities so institutions can maintain records adequate for their own purposes and for reports to interested agencies. It applies general principles to manpower, students, facilities, and finances. Five general implications are noted, forming useful tools in assessing institutional resources.

382. TUNNICLIFFE, G. W., and INGRAM, J. A. "The College President: Who Is He?" *Educational Record* 50 (Spring 1969): 189-93.

College and university presidents are asked to describe their academic backgrounds. The 891 responses show that technological change has not produced presidents with strong scientific backgrounds. Compared with their immediate predecessors, more presidents chosen in the 1955-65 period had a social science background. The Ph.D. is the usual academic degree. Practically all presidents had previously held an administrative position.

383. WALBERG, HERBERT J. "The Academic President: Colleague, Administrator, or Spokesman?" *Educational Record* 50 (Spring 1969): 194-99.

A survey of 180 presidents of 2-year, 4-year, and graduate institutions in New York State shows that about 36 percent of presidential time is spent on administrative activities, 31 percent on external affairs, 23 percent on collegiate matters, and 10 percent on individual work. Presidential secretaries kept time logs on their presidents. These logs indicate that 15 percent more time is spent by presidents on external affairs than reported by presidents in their own questionnaires. Only 25 percent of the presidents report investing less than 1 percent of their time in fund raising.

384. WILSON, RUBY LEILA. "Climate and Process for Change Within a Liberal Arts College." Ed.D. dissertation, 1969. Order No. 7-8840. 315 pp.

The strategies and the nature of the forces operative in initiating, supporting, and resisting change in a liberal arts college are identified. Proven hypotheses and implications are given. The hypotheses state that change is brought about by people associated on the policymaking level, by external forces upon them, by rationale factors, and by an atmosphere of interchange among people. The conclusions are: a small number of conservatives can be influential, and administrators can never force emotional acceptance of change, although they control technical aspects of change.

385. WINANDY, DONALD H. *The Academic Deanship—An Annotated Bibliography*. Mimeographed. 1967. ED 013 657. 11 pp.

This annotated bibliography contains information from 43 books and other documents about the work of the academic dean in undergraduate collegiate education.

386. WOMACK, TROY ARNOLD. "An Analytical Model for Program Analysis of a Liberal Arts College." Ed.D. dissertation, University of Houston, 1969. Order No. 70-4501. 233 pp.

The program classification and structural design of Houston Baptist College is described. An analytical model expresses the interrelationship of the college objects and their attributes and the relationship of goals, processes, and requirements. A computer program simulates certain factors of the institutional program. A 5-year simulation of the biology department is conducted according to the computer program model.

Finance, Budgeting, and Development

Finance and Budgeting

387. ABRAHAM, LOUISE, and SCHWEPPE, LEIGH. *A Limited Study of the Status of State Support of Private Higher Education*. Washington: Academy for Educational Development, 1970. ED 047 605. 88 pp.

A limited survey of the present status of support of private higher education in the 50 states covers support of institutions, as well as students. The following information is presented for each state: (1) the means of support for higher education and current appropriations, (2) support for undergraduate and graduate students in private institutions and current appropriations, and (3) recent proposed legislation for support of private higher education.

388. ARTHUR, WILLIAM JAMES. *The Development of a System of Administering and Measuring Strategic Expenditures in Private Colleges*. Lynchburg, Va.: Lynchburg College, 1969. ED 038 949. 492 pp.

The broad purpose of this research was to examine long-range financial planning at the policymaking level in private college and universities. The instrument proposed is a three-stage financial planning model, which would be helpful in converting the educational objectives into financial strategies. Chapter 6 analyzes the models' applicability in five private college and university settings.

389. BERNABEI, ANTHONY A. "CASC Students Sleep in Dorms That Didn't Cost \$1." *CASC Newsletter* 12 (April 1968): 12-13.

Through CIT Educational Buildings, Inc., colleges can contract to have classrooms and dormitories built without spending funds until buildings are actually in use. Student fees cover the lease payments.

390. BOLLING, LANDRUM R. *Possible Solutions for Financial Crises of the Private Sector of Higher Education*. Washington: American Association of Higher Education, 1970. ED 038 089. 7 pp.

The private college can tackle its financial problems on three fronts: (1) improve its educational program, (2) improve its financial management policies, or (3) reexamine its role in bringing about possible changes and improvements in public policy. Private institutions cannot rely on government or private resources to save them from disaster, although direct government aid to students and tax credit for tuition would benefit the private institution.

391. BOWEN, HOWARD R., and DOUGLAS, GORDON K. *Efficiency in Liberal Education: A Study of Comparative Instructional Costs for Different Ways of Organizing Teaching-Learning in a Liberal Arts College*. New York: McGraw-Hill Book Co., 1971. 151 pp.

How can a small, private liberal arts college innovate to improve teaching and learning, yet, at the same time, reduce costs? Six alternative modes of instruction are analyzed with a view toward economic feasibility coupled with quality improvement in education. Costs are more complex to calculate than often assumed. Specific insights are offered on small college budgeting.

- 392.** CHEIT, EARL F. *The New Depression in Higher Education: A Study of Financial Conditions at 41 Colleges and Universities*. New York: McGraw-Hill Book Co., 1971. 169 pp.

This overview of the financial pressures besetting higher education since the late 1960s examines cost-income problems, criteria for determining financial trouble, financially strong institutions, institutions in economic difficulty, and possible approaches to solve the problems. Some solutions for private liberal arts colleges are: close the gap between student tuition and the cost of education, support pluralistic approaches to higher education, and redefine the role of the liberal arts college.

- 393.** EIDELL, TERRY L., and PIELE, PHILIP. *A Bibliography of Selected Documents on Planning-Programming-Budgeting Systems*. Eugene: Oregon University, 1968. ED 018 876. 6 pp.

This bibliography contains 48 selected items on planning budgeting systems.

- 394.** GELLHORN, WALTER, and GREENAWALT, R. KENT. *The Sectarian College and the Public Purse*. Dobbs Ferry, N.Y.: Oceana Publications, 1970. 212 pp.

This case study of Fordham University considers the changes necessary for the institution to become eligible for public funds. One change would be to become nondenominational. Appendix A details the position of the sectarian university under the federal and New York constitutions and laws. Appendix B lists the other state constitutional provisions concerning support of sectarian education. This treatment has implications for all private institutions.

- 395.** GERMANO, MICHAEL PERRY. "Budgetary Administration in Privately Controlled California Liberal Arts Colleges and Independent Professional Schools." Ed.D. dissertation, University of Southern California, 1968. Order No. 68-7182. 235 pp.

Selected conclusions of this study are: a pronounced difference exists between theoretical and actual structure of budgetary practices; the governing board exists only as legal power while the budgetary process is centralized in the offices of the institutional president and chief business officer; the chief business officer is not concerned with interpreting the adopted budget; there is little formal evaluation of the budget and budgetary system. Among the recommendations are: this study should be considered by chief business officers in structuring the budgetary process in their institutions; budgets should be presented to a cabinet appointed by

the president for regular review; business officers and heads of departments should screen requests of those under their jurisdiction.

396. GREENOUGH, WILLIAM C., and KING, FRANCIS P. *Benefit Plans in American Colleges*. New York: Columbia University Press, 1969.

Fringe benefits for faculty, administration, and clerical groups at more than 1,200 4-year institutions in the United States are analyzed, described, and evaluated. A brief history of college staff benefit plans appropriate to the purposes and goals of educational institutions analyzes the various provisions that compose these plans and provides statistical information on the benefit plans now in effect in institutions of higher learning.

397. GRIGSON, ALBERT CLAY. "A Critical Analysis of the Endowment Funds of the Denominational Colleges and Universities of Texas with Special Emphasis on the Baptist Institutions." Ph.D. dissertation, University of Texas, 1967. Order No. 68-16167. 271 pp.

This study examines the structure of investments, amount of earning and rate of return on each type of asset, general investment policy and administration of funds, different kinds of restrictions and the extent to which they are placed on funds, and the usefulness of the funds in relation to the total financing of the institutions. The analysis offers a possible solution to effect better utilization of endowment funds for the production of maximum income.

398. JELLEMA, WILLIAM W., ed. *Institutional Priorities and Management Objectives*. Washington: Association of American Colleges, 1972. 290 pp.

Issues ranging from admissions to the future of higher education are reviewed, with an eye to fiscal implications. The report is a veritable handbook of ideas to increase efficiency and cut costs. Sharvy G. Umbeck, in "New Approaches to Finance," suggests that occasional planned deficits can be productive. Planning, programming, and comprehensive budgeting systems are stressed in other essays.

399. _____. *The Red and the Black: Special Preliminary Report on the Financial Status, Present and Projected, of Private Institutions of Higher Learning*. Washington: Association of American Colleges, 1970. 28 pp.

Based on a questionnaire sent to all but 29 private American colleges and universities, this document summarizes the financial status of private, 4-year, accredited institutions of higher learning. Working from a base year of 1968, figures are presented through the 1970-71 academic year. Tabular surveys are presented for church support, and deficits, surpluses, and indebtedness for categories of institutions.

400. JENNY, HANS, and WYNN, G. RICHARD. *The Golden Years: A Study of Income and Expenditures Growth and Distribution of 48 Private Four-Year Liberal Arts Colleges, 1960-1968*. Wooster, Ohio: College of Wooster, 1970. 217 pp.

Jointly financed by the Ford Foundation and the College of Wooster, this survey updates and modifies the work that forms the basis for *The Sixty College Study* of the 1950s. *The Golden Years* provides an historical overview of income and expenditure for 48 institutions, and then describes, cross-sectionally, the enrollment, income, and expenditure patterns that evolved from 1960 to 1968. Extensive tabular data illustrate the findings.

401. JUDY, RICHARD W., and LEVINE, JACK B. *A New Tool for Educational Administrators: Educational Efficiency Through Simulation Analysis*. Toronto: Association of Universities and Colleges in Canada, 1965. ED 017 145. 44 pp.

A simulation model was developed at the University of Toronto to aid institutional planning for undergraduates. Analyzed areas were enrollment, budgets, resource loading, and space requirements. Although the model was a university, the simulation approach is applicable to the small college. Benefits of this system include information of proposed changes in system parameters.

402. KENDRICK, SOLOMON JOSEPH. "An Investigation of Practices and Procedures Employed in the Preparation of the Annual Budget in Selected Private Colleges and Universities in the United States." Ed.D. dissertation, American University, 1966. Order No. 66-3396. 203 pp.

This study endeavors (1) to formulate sound principles of budget preparation, (2) to identify current practices and procedures, (3) to ascertain the extent these current practices were based upon accepted principles of budget preparation, and (4) to make useful recommendations for future evaluation and improvement of procedures and practices of preparation. Conclusions are: (1) the chief executives are responsible for the budget; (2) a majority of the colleges do not have long-range budgets; (3) two-thirds of the private institutions follow the budgetary calendar; and (4) income estimates are realistic. Budgets should be evaluated in terms of the long-range goals of the college, and contingency funds, rather than padded estimates, should characterize amounts budgeted.

403. LESLIE, JOHN W. *Focus on Understanding and Support: A Study in College Management*. Washington: American College Public Relations Association, 1969. 129 pp.

This study of higher educational advancement, based on a national survey, analyzes salaries, evaluation techniques, organizational structures, and planning procedures. Suggestions are offered for such management techniques as personnel organization and cost accounting. Charts and tables are included.

404. LEVI, JULIAN H., and VORSANGER, FRED S. *Patterns of Giving to Higher Education: An Analysis of Contributions and Their Relation to Tax Policy*. Washington: American Council on Education, 1968. ED 031 128. 94 pp.

Based on a 1962-63 sample of 253 institutions, this study analyzes voluntary support for higher education and determines (1) who gives, (2) who receives, (3) how much support is given, (4) the subject matter of such gifts and the proportion of cash donated, (5) amounts of donor transaction over and under \$5,000, and (6) distribution of gifts among various categories of donors.

405. *Managing Educational Endowments: Report of The Ford Foundation*. New York: The Ford Foundation, 1969. ED 032 832. 65 pp.

This report by the Advisory Committee on Endowment Management for the Ford Foundation concerns increasing the performance pattern of endowment investments. The history and the ten major principles of endowment investing are examined and specific suggestions offered to increase yield. The board of trustees should accept the management of the endowment. It is better to form an investment committee separate from the finance committee. Too often colleges have a poor record on endowment returns because emphasis has been on avoiding losses.

406. McCONNELL, JAMES L. "An Investigation of Budgeting Procedures of Selected Catholic Colleges and Universities." Ed.D. dissertation, Pennsylvania State University, 1967. Order No. 68-8723. 231 pp.

Financial budgeting in Catholic colleges differs from that of non-Catholic colleges in three areas: (1) contributed services, (2) annual provincial assessment, and (3) student aid-religious scholarships. Recommendations are: keep records of the budget, as well as actual expenditures, and allow for depreciation. Institutions should consider student members of the controlling religious community as regular students and charge them tuition.

407. McFARLANE, WILLIAM H. *State Support for Private Higher Education*. Atlanta; Southern Regional Education Board, 1969. ED 036 265. 31 pp.

Interest in restructuring the state systems of higher education is widespread, with special focus on the role of private colleges and universities. This report considers the issue from six perspectives: (1) conventional relationships between state and private systems, (2) existing and proposed types of state support, (3) basic arguments for restructuring, (4) major legal and political issues, (5) current trends, and (6) major features in relation to the southern region.

408. McTEER, WILLIAM EDWARD. "A Critical Analysis of Current Methods for Estimating Instructional Salary Costs in Long-Term Budgets for the Small Private College." Ph.D. dissertation, University of Missouri, 1969. Order No. 70-6605. 356 pp.

This study proved its hypothesis that long-term instructional salary budgets developed departmentally from an analysis of costs are more accurate than budgets developed from methods that predict aggregate salary costs for the entire instructional program. Long-term budgets prepared on the basis

of costs by departments will be a more precise estimate of needs, facilitating the efficient allocation of scarce resources among the various departments.

409. *New York State and Private Higher Education: Report of the Select Committee on the Future of Private and Independent Higher Education in New York State, 1968.* Albany: New York State Education Department, 1968. ED 043 281. 145 pp.

The conditions, financial and otherwise, of New York State's private institutions of higher education are examined; measures are recommended to preserve the strength and vitality of these institutions without infringing on their freedom. Recommendations point to improving statewide planning and coordination and limiting direct state aid to private institutions. The conditions for state support are suggested and an aid program proposed.

410. O'NEILL, JUNE. *Resource Use in Higher Education: Trends in Output and Inputs, 1930-1967.* Berkeley: Carnegie Foundation for the Advancement of Teaching, 1971. 109 pp.

Concerned with measuring the costs of higher education against the outputs, this study compiles extensive data on real resource costs per unit of output in American higher education. It concentrates on student instructional cost over the years.

411. PARDEN, ROBERT, ed. *An Introduction to Program Planning, Budgeting, and Evaluation for Colleges and Universities.* Santa Clara, Calif.: Office of Institutional Planning, 1970. 204 pp.

Treating objectives, means, rationale, evaluation, and self-study, this work covers all aspects of program budgeting and provides exemplary tables. Particularly useful is a delineation of the ten essential steps in the program-budgeting cycle, flowing from institutional objectives to evaluation, review, and reestablishment of goals. A bibliography is included.

412. SMITH, LESTER S. *The Allocation of Financial Resources in Higher Education.* Columbus: The Ohio State University, 1967. ED 017 981. 30 pp.

The efficient use of the institution's limited financial resources involves administrative decisions that spread across the spectrum of choice. This work identifies basic concepts for allocating financial resources and defines the budget, its purposes, and processes. The system simulation model approach to using the computer is discussed briefly.

413. *Strengthening Private Higher Education in Illinois: A Report on the State's Role.* Springfield: Illinois State General Assembly, 1969. ED 028 745. 150 pp.

The Illinois General Assembly appointed a commission to study nonpublic higher education in Illinois and to consider the role and needs of private colleges and universities, recommending ways in which the state should aid these institutions. It concluded that financial aid from public funds

is imperative and proposed several methods for granting aid. The committee also suggested that the Board of Higher Education in Illinois administer the programs.

Development

414. ALLEN, EDISON B., ed. *Fundamentals of Educational Fund Raising*. Washington: American Alumni Council, 1968. 95 pp.

Essentially a handbook for fund raising by institutions, this manual brings together 26 papers on the mechanics and techniques of educational fund raising. Wide in scope, the book deals with internal and external organizations, developing strategy, solicitation methods, special appeal programs, special constituencies, and annual funds and capital campaigns.

415. BENNET, JOHN E. *Identification and Cultivation of Constituencies*. Washington: American College Public Relations Association, 1968. ED 023 190. 9 pp.

Effective fund raising for colleges and universities is a highly competitive undertaking that requires a well-planned, constantly reevaluated program with imaginative publicity. Faculty, students, and staff are most important to the effort because they largely determine whether an institution generates favorable or unfavorable publicity. To increase support, an institution must have a well-conducted research program, a well-trained staff, and a professional development officer.

416. BERN, PAULA. "Can Program Management Work on Small Budgets?" *Techniques* 6 (June 1971): 10-12.

It is important for a developing college to create a distinctive image. For this purpose, it must have a unified and well-coordinated public relations program. The experience of Robert Morris College illustrates the proper process.

417. BRAMMER, LOWELL H. *How to Implement Annual Giving for the Small College, Philosophy-Dynamics*. Paper presented to the annual summer workshops of the Council for the Advancement of Small Colleges, Santa Fe, N. Mex., 1968. ED 024 123. 13 pp.

What is the process for eliciting annual donations in capital fund campaigns for small colleges? The annual or capital campaigns are the most challenging, all-embracing, pervasive, and exhausting, programs in fund raising. Campaign success and its essential elements are defined.

418. CARNELL, PAUL H. *Federal Support for the Small College*. Paper presented to the annual summer workshops of the Council for the Advancement of Small Colleges, in Santa Fe, N. Mex., 1968. ED 023 189. 18 pp.

The development and scope of federally supported programs for higher education that relate to the problems of the small college are reviewed.

Discussed in detail are Title III of the Higher Education Act of 1965 and Part E of the Education Professions Development Act. The paper evaluates fragment strengths and weaknesses of small college proposals.

419. CARTER, H. M. "Big Money Records in a Small College." *Techniques* 6 (June 1971): 17-19.

A computer records system was used for a capital campaign at Randolph-Macon College. The computer maintained a record of donor services, and organized, subdivided, and classified data based on pledges and gifts. The computer was found to be far superior to manual recordkeeping.

420. *Casebook of Institutional Advancement Programs*. Washington: American College Public Relations Association, 1970. 374 pp.

Basically a handbook of successful programs, this reference source points up 143 case studies of colleges that have succeeded in federal relations, publications, fund raising, alumni relations, news and information services, and program management. Numerous small college programs are cited.

421. CORNELL, C. D. "Staffing the Small College Development Office." *Techniques* 5 (June 1970): 11-13.

The author reviews the problems of hiring the proper personnel in small college public relations. He advocates employing women and building depth into the staff. It is easier to hide mistakes in a large organization than in the small college where everyone is conspicuous.

422. CRAMER, ROBERT VERN. "Financial Development in Higher Education and the Effect of Related Variables." Ph.D. dissertation, University of Connecticut, 1966. Order No. 67-4537. 178 pp.

This study shows how the 55 members of CASC were supported in 1966. The correlates are: (1) alumni giving and programs, (2) presidential effort, (3) sources of gift support, (4) governing boards, (5) community support, (6) parents, (7) foundations, (8) deferred giving, (9) church support, (10) friends, (11) accreditation, (12) age of institutions, (13) value of physical plant endowment, (14) membership in professional development organizations, (15) enrollment, and (16) amount spent in financial development. A questionnaire and Pearson's Product-Moment Correlation Coefficient were used in the research.

423. *Development: A Team Approach*. Washington: Council for the Advancement of Small Colleges, 1970. 143 pp.

This compendium comprises papers presented at the National Institute of the United States Office of Education EPDA Institute for In-Service Training for Administrators and Trustees of Small Colleges, held at Eureka College in August 1970. The focus is on the development needs of small institutions in the 1970s, with numerous aspects of development strategies explored. Among the useful essays are: "Researching the Foundations,"

by Richard M. Witter; "Church Involvement in the Development Program," by Paul E. Sogo; and "Prospect Research and Cultivation," by G. T. Smith.

424. DETMOLD, JOHN. "Some Big Thinking for the Small College and the Big Gift." *Alma Mater* 34 (January 1967): 16-18.

Realizing that, in many financial campaigns, 80 percent of the funds raised come from 2 percent of the donors, Detmold emphasizes the importance of giving high priority to cultivating big donors.

425. DOTY, GEORGE. "Small College Public Relations and Development." *Techniques* 4 (March 1969): 18-21.

This overview of public relations offices suggests that a small college development program can spend less effort on internal communication and provide more flexibility in dealing with outside donors. Priorities for limited resources are a must. A development office should raise five times its budget in funds produced.

426. *Fund Raising for the Small College*. Papers presented at the thirteenth annual CASC workshop. Washington: Council for the Advancement of Small Colleges, 1968. ED 033 646. 37 pp.

This workshop discussed solutions to the fund-raising problems of small private colleges. Areas included were federal funds, alumni, foundations, and corporate funds. The first three papers deal with the roles of development offices, the implications of long-range planning for the development program, and the identification and cultivation of constituencies.

427. GUNN, THOMAS. "Rules for Playing the Sponsored Research Game—Guidelines for Small College Grantsmanship." *College and University Business* 49 (July 1970): 24-28.

Since it is difficult for small colleges to compete with major universities for research and special projects funded by government and private sources, the small college must clearly delineate its strategy for receiving such grants. Six guidelines for small college grantmanship are followed by an outline of the duties of a suggested coordinator of sponsored research in an institution.

428. HALL, MARY JO, and FRANK, ROBERT E. *Sources of Information on Funds: An Annotated Bibliography*. Corvallis: Oregon State University, 1970. 96 pp.

This book contains an annotated list of publications on funding sources, emphasizing those that are free.

429. HAVINS, BOB. "Small Town College Sustaining Fund." *Techniques* 4 (April 1969): 17-19.

The vice president for development and public relations at Howard Payne College explains the structure of a highly successful local annual giving campaign at Brownwood, Texas, a town of 22,000 people.

430. HESTON, HERBERT N. "Some Big Thinking for the Small College—Confessions of a Development Director." *Alma Mater* 34 (January 1967): 18–20.

An overview of the concerns of a development officer or alumni secretary includes advice for planning a successful tenure in those posts. The officer should allow adequate time for instructive reading and reflective thinking.

431. JOHNSTON, NOEL. "A President Looks at Development." *College and University Journal* 10 (September 1971): 7–9.

The president of Defiance College delineates the qualities he views as essential in a successful development man: compatibility with the president and his purposes for the institution, loyalty, creativity, integrity, courage, respect for scholarship, imagination and optimism, adaptability, judgment, a comprehensive view of the institution, tact and selflessness, good humor, and forthrightness.

432. KETCHUM, DAVID S. *Capital Campaign Programs*. Paper presented to the annual workshops of the Council for the Advancement of Small Colleges, Santa Fe, N. Mex., 1968. ED 023 192. 13 pp.

A well-conducted college capital program produces more money faster at less cost than any other fund-raising method. A capital program is one of the best public relations moves an institution can make; it indicates an institution's weaknesses, identifies its friends, and is a necessary ingredient in a successful long-range development program. Continued financial success depends on adequate follow-up of pledges and, more important, on sincerely thanking donors.

433. LYNCH, ROBERT G. "Marketing the Small College." *College Management* 4 (September 1969): 56–58.

Small colleges need to learn lessons from the business world about their marketing techniques. Through the use of sound contemporary management techniques, fiscal salvation is available to colleges if the student body totals are maintained. Techniques include imaginative marketing and a program designed to capitalize on a few outstanding creative features.

434. McANALLY, STANLEY R., ed. *The Case for Matching Gifts*. Washington: American Alumni Council, 1968. 19 pp.

Questions about a matching gift program are thoroughly examined.

435. McBETH, DAVID. "Some Big Thinking for the Small College—Annual Giving Promotion for Small Colleges." *Alma Mater* 34 (January 1967): 21–22.

Among principles to apply in building successful alumni gift programs is one that donors respond best to personal appeals by other alumni. McBeth also offers suggestions for reaching alumni who have not contributed to the institution in previous years.

436. MULLER, C. H. "Local Scholarships for Small Colleges." *Techniques* 5 (November 1970): 16-17.

The director of development at Stratford College recounts the manner in which the institution communicates its importance to the community by establishing a scholarship program funded by local corporations.

437. SHILLING, ROY B., JR. "An Appraisal of the Significance of the Development Function in the Advancement of Private Liberal Arts Colleges." Ph.D. dissertation, Indiana University, 1967. Order No. 67-15159. 191 pp.

This study includes three major findings: (1) private liberal arts colleges as a whole are beset by a crisis of identity; (2) in the absence of distinctive institutional purposes, the development function has been performed without benefit of ends toward which it could be directed; (3) the development function is usually performed as an adjunct rather than an integral part of the academic program. If the function were to become an integral part of the academic program, interests would not be fractionalized at the expense of integration. The development function could also provide a new center of gravity for the divergent interests of the institution, as well as act as a catalyst for the recovery of purpose.

438. SMITH, O. WENDELL. "Small College Approach to Deferred Giving." *Techniques* 4 (March 1969): 22-24.

Six principles of operation for small colleges establishing estate planning and deferred giving programs concern staff organization, staff training, materials used, program implementation, success achieved, and overall evaluation.

439. THOMPSON, HUGH LEE. "Presidents of Liberal Arts Colleges and Federal Aid, A Study of College Administrative Financial Decision-making." Ph.D. dissertation, Case Western Reserve University, 1969. Order No. 70-4991. 225 pp.

This study of 31 college presidents in Ohio explores the decisionmaking processes involved in considering federal aid to private liberal arts colleges. Most presidents are administration-oriented in arriving at their financial decisions regarding federal aid, and most see federal funding as a desirable means to supplement financial income.

440. TRULOVE, WILLIAM THOMAS, comp. *Annotated Bibliography on Private Financing of Higher Education*. Eugene, Oregon: ERIC Clearinghouse on Educational Administration, 1968. ED 024 157. 13 pp.

Selected articles deal with most aspects of voluntary private support for higher education by foundations, business firms, alumni, and individuals,

plus fund raising by colleges and universities. The entries cover the period since 1960 for books and dissertations, since 1963 for articles.

441. *Two Can Give as Easily as One*. Washington: American Alumni Council, 1973. 2 pp.

Listed are corporations with programs to match any gift of an employee to a college of his choice.

442. URGO, LOUIS A., and CORCORAN, ROBERT J. *A Manual for Obtaining Foundation Grants*. Boston: Robert J. Corcoran Co., 1971. 14 pp.

Sample letters suggest strategies to obtain foundation support for campus projects.

443. ZIMMERMAN, FRANCIS. "Some Big Thinking for the Small College—Forty Steps for Improving the Development Program." *Alma Mater* 34 (January 1967): 22-24.

Forty questions probe the development program of any small institution. Ranging from the organization of the program to strategies for obtaining corporate funds, these questions provide a useful evaluation checklist.

Long-Range Planning

444. BOLIN, JOHN. *Institutional Long-Range Planning*. Athens, Ga.: Institute of Higher Education, 1969. 36 pp.

Concerned with the conceptualization and execution of long-range planning, this pamphlet looks at every aspect of planning, from evaluation to reasons why plans fail. Bolin cites changes in the economy and government policy, as well as superficially defined objectives and failures to update the plans, in his list of external factors that contribute to failure. He also states seven basic components in effective planning.

445. BROOKS, GLENN E. *The Long-Range Plan for Colorado College*. Colorado Springs: Colorado College, 1969. ED 046 361. 56 pp.

The first of these three reports to the Colorado College faculty and administration deals with some of the technical features of a modular course plan. The second proposes a new academic program, including recommended calendar, teaching loads, and student courses. Nonacademic aspects of the plan, including campus design, cultural, recreational, and athletic programs, residence halls, and administration make up the third report. The report mentions ways the plan can be put into operation.

446. CASASCO, JUAN A. *Planning Techniques for University Management*. Washington: American Council on Education, 1970. ED 041 188. 77 pp.

Casasco reports on the progress made on many campuses in the use of computers and systems analysis in academic administration. Brief and non-technical descriptions are presented for administrators and planners who want to inform themselves about methods, tools, and approaches to solving institutional problems. Although it is oriented to the university, the report applies to the small campus.

447. CHICKERING, ARTHUR W. "How Big Should a College Be?" *Liberal Education* 52 (October 1966): 281-92.

This report on the effects of institutional size on student development rests on the theory and the author's observation, rather than on research findings. Chickering states that colleges should be large enough to provide a variety of experiences and small enough to involve students.

448. DANIELS, ELIZABETH. "A Preliminary Report on Alternatives." Poughkeepsie, N.Y.: Vassar College, 1967. 94 pp.

This report of the Committee on New Dimensions constitutes a long-range projection of the direction Vassar College should take in its second hundred years of institutional life. The range of topics includes a complete appraisal of undergraduate and postbaccalaureate education, the education of men, and Vassar's relation to the State University of New York system.

449. DENMAN, WILLIAM FOSTER. "Elmhurst: Developmental Study of a Church-Related College." Ed.D. dissertation, Syracuse University, 1966. Order No. 67-7067. 768 pp.

The period 1865-1965 served as background for an institutional self-study designed to offer suggestions for institutional planning in the future. The study surveys the literature on the American church-related college, compares Elmhurst College with the pattern, and offers suggestions for institutional planning. There are several limitations: range precludes any use of internal criticism of sources; conclusions based on subjective reasoning; the bias of the investigator may have been reflected as he was an officer at the college.

450. FINCHER, CAMERON. *Planning in Higher Education*. Athens, Ga.: Institute of Higher Education, 1966. ED 012 090. 22 pp.

Centralized planning and coordination enable institutions of higher education to meet their responsibilities. Most efforts at centralized planning are predicated on two concepts: manpower needs and projecting current trends. Guidelines for improved educational planning include: (1) the use of specialized professional planners, (2) differentiation of planning and administration, (3) cautious use of population trends, (4) provision of an adequate planning staff, and (5) distinction between special and long-range planning.

451. HOROWITZ, HAROLD. *Can the Behavioral Sciences Assist Planning?* Ann Arbor, Mich.: Society for College and University Planning, 1967. ED 018 082. 15 pp.

The relationship between college planning and the behavioral sciences is explored. Areas covered are: (1) campus site plan, (2) group attitudes and preferences, (3) space relationships, (4) flexibility and obsolescence, and (5) campus political environment. The possible contributions of behavioral science are indicated, with descriptions of special studies and specific examples in the areas of housing preferences, science facility design, and study facilities. Some bibliographic material is provided.

452. HOWARD, LAURENCE C. *The Developing College Program: A Study of Title III Higher Education of 1965*. Milwaukee: University of Wisconsin, 1967. ED 023 341. 471 pp.

This study evaluates 2 years of Title III programs for the U.S. Office of Education. Extensive appendices offer detailed analysis of Title III programs and the strengths and weaknesses of participating institutions. Included are a discussion of Negro colleges, a suggested systems approach to cooperative program development, and profiles of distinguished Negro institutions. The author sees the developing colleges program as essential to upgrading higher education in the United States and to the movement toward universal access to higher education.

453. JONES, RUSSEL A. "Guidelines for a Ten-Year Master Plan of Finance for Small Private Liberal Arts Colleges." Ph.D. dissertation, Ohio State University, 1968. Order No. 69-4911. 216 pp.

Sixty-two college presidents and fifty-two business managers provided data used to structure a model college to apply guidelines and program budget principles for a projected 10-year master plan of finance. Recommendations were made to facilitate economics and development: (1) instructors should engage in educational research, (2) administrators should become educated in business and financial management, and (3) facilities should be shared, classes limited, and a comprehensive program of student services developed.

454. KNORR, OWEN, ed. *Long-Range Planning in Higher Education*. Boulder, Colo.: Western Interstate Commission for Higher Education, 1965. ED 026 847. 136 pp.

Comprising papers and discussions from the Sixth Annual Institute on College Self-Study for College and University Administrators held at the University of California, Berkeley, in 1964, this work touches on most vital topics in planning: design and change in higher education, long-range financial planning, systems analysis, resources, the institution and the system, and planning in colleges and universities.

455. LeMELLE, TILDEN J., and LeMELLE, WILBERT J. *The Black Colleges: A Strategy for Achieving Relevancy*. New York: Frederick A. Praeger, 1969. ED 037 489. 144 pp.

This normative inquiry into a rational design to develop black higher education is also an analysis of the current status and potential for development of the black American community. Topics discussed include educational planning for the black community, for black-white relations and for pluralistic democracy. The recommendations are relevant for mainstream American colleges, particularly as they attempt to respond to the needs of black students.

456. McPHERRAN, ARCHIE L. *Project Planning Guide, Explanation and Procedures*. Sacramento: California State Department of Education, 1967. ED 022 335. 46 pp.

This guide was developed to assist administrators and planners in justifying a proposed capital outlay project. The project planning guide permits planning and evaluation of relative need for different projects and provides a basis for agreement on the scope of the project among the direct administration, state department of education and state department of finance. This document provides complete instructions, working definitions, processing procedures, and layouts for data collection forms necessary to the preparation of a project planning guide.

457. *New Students and New Places: Policies for the Future Growth and Development of American Higher Education*. New York: McGraw-Hill Book Co., 1971. 158 pp.

This report presents the Carnegie Commission's projections of enrollment in higher education to the year 2000. It makes policy recommendations for growth of institutions, maintaining diversity and innovation, need for new institutions, and encouraging more flexible patterns of participation in higher education.

458. PALOLA, ERNEST G. et al. *The Reluctant Planner: The Role of Faculty in Institutional Planning*. Berkeley: Center for Research and Development in Higher Education, 1968 ED 025 212. 23 pp.

Current and suggested faculty participation in planning is compared with discussions on observed similarities and differences. Data collected during a study of statewide planning at 81 institutions show that (1) institutional planning has been accomplished through committee structures, (2) active involvement is more evident if faculty receive administrative encouragement, and (3) faculty involvement would increase if current planning moved toward a more qualitative, goal-oriented approach. Faculty should play a "reactor" role in quantitative planning, but an "initiator" role in qualitative planning for meaningful policy and practice in higher education.

459. _____, and PADGETT, WILLIAM. *Planning for Self-Reliance*. Berkeley: Center for Research and Development in Higher Education, 1971. 117 pp.

Claiming that institutions must continually be involved in self-renewal, this monograph examines numerous planning styles and their relations to the current crisis facing higher education. The basis for this study is an analysis of the planning process in 80 public and private institutions, from which six are selected for special attention. Concrete implementation is stressed, as well as planning preparation itself.

460. PARDEN, ROBERT, ed. *An Introduction to Program Planning, Budgeting, and Evaluation for Colleges and Universities*. Santa Clara, Calif.: Office of Institutional Planning, 1970. 204 pp.

Treating objectives, means, rationale, evaluation, and self-study, this work covers all aspects of program budgeting and includes exemplary tables. Delineation of ten essential steps in the program budgeting cycle and ranges from institutional objectives to evaluation, review, and reestablishment of goals.

461. PETERSON, RICHARD E. *The Crisis of Purpose: Definition and Uses of Institutional Goals*. Washington: ERIC Clearinghouse on Higher Education, 1970. 13 pp.

Every college must chart a course for itself by summarizing the rhetoric, concepts, research, and strategies of goal setting. Emphasized are goal

determination with its two end products, identification and establishment of priorities among goals. Goal setting should be conducted in a democratic and participatory manner. Somehow measurable program goals must be realized. A bibliography of more than 80 items is included.

462. PINNELL, CHARLES, and WACHOLDER, MICHAEL. *Guidelines for Planning in Colleges and Universities: Vol. 1, Planning System*. Austin: Coordinating Board of Texas University, 1968. 111 pp.

A system for effective planning in higher education integrates management and program planning, physical plant planning, and financial planning into a single process designed to support institutional management and decisionmaking at all administrative levels. Conclusions are: (1) a good total planning system is the keystone of institutional management, (2) for successful implementation, an administrative position must be specifically created, (3) the planning process should be supported by quantitative data, and (4) planning must be dynamic and continuing.

463. *Planning, Budgeting, and Accounting: Section II of A College Operating Manual*. Washington: National Association of College and University Business Officers, 1970. 149 pp.

This compendium offers extensive charts and suggestions for planning, budgeting, and accounting based on the systems analysis approach. It should prove useful to evaluating fiscal administration and essential to entering a long-range planning cycle. Many planning subsystems and models are provided.

464. SALMON, RICHARD et al. *A Computer Simulation Modeling Tool to Assist Colleges in Long-Range Planning*. Kansas City, Mo.: Midwest Research Institute, 1969. ED 032 013. 58 pp.

The final report of the Kansas City Regional Council for Higher Education discusses methods and modes design, presenting four actual planning models to illustrate how various institutions utilize the Higher Educational Long-Range Planning Program in their planning processes. With the HELP program, college and university officers may construct a mathematical model of an institution, simulate its behavior over a 10-year period under the hypothesized conditions, and arrive at policy decisions likely to achieve desired objectives within the anticipated resources.

465. SHULMAN, CAROL HERRNSTADT, and HARVEY, JAMES. *Financing Higher Education; College and University Planning*. Washington: ERIC Clearinghouse on Higher Education, 1971. ED 048 519 and ED 049 396. 33 pp.

The first selection surveys various suggestions for abetting the financial straits of many institutions, and presents an extensive annotated bibliography of sources. The second selection emphasizes the advantages of long-range planning and presents case studies of institutional planning and an annotated bibliography.

466. "Small Colleges Try Computer-Assisted Management Simulation." *College and University Business* 45 (September 1968): 63-64.

Management simulation models are presented at a seminar on planning. After reviewing planning concepts and practices, representatives of 28 colleges worked together on hypothetical planning problems.

467. SMITH, ARDEN KERRY. "Factors Related to Survival and Progress in the Smaller Liberal Arts College." Ph.D. dissertation, Stanford University, 1969. Order No. 70-1607. 164 pp.

Eight member colleges of the Council for the Advancement of Small Colleges moved forward significantly in erudition, student enrollment, faculty salaries, doctorates on the faculty, and building endowments. Five member colleges that remained static were compared to these eight. Variables that did and did not appear to discriminate between the more and less successful colleges were isolated. The most important variables were the control and mission of the college and the leadership ability of the president.

468. SMITH, ROBERT G. *College and University Planning*. Report on a joint study by Colgate University and American Foundation for Management Research. Hamilton, N.Y.: Colgate University, 1969. ED 031 136. 71 pp.

In an effort to develop a new approach to comprehensive college and university planning, a study was undertaken that involved (1) intensive investigation of planning practices, (2) a review of the available literature, (3) the observation of planning practices in business and industry, and (4) consultations with planning experts. This study provides a coordinated approach to development of a practical, flexible, and feasible plan to serve as a broad frame of reference for individual institutions.

469. TICKTON, SIDNEY G. *The Need for Planning at Private Colleges and Universities*. Washington: Association of American Colleges, 1963. ED 035 200. 9 pp.

This research projection is concerned with college planning for 1960-85. Five questions are discussed: What is the population projection? What is the job outlook and its implications for training? What are the implications for private school enrollments? What is the economic outlook? What does all the above mean for the small liberal arts college?

470. UHL, NORMAN P. *Identifying College Goals the Delphi Way*. Durham, N.C.: National Laboratory for Higher Education, 1971. 7 pp.

Based on the repeated and systematic sampling of opinions of administrators, faculty, students, trustees, and other constituents of an institution, the Delphi technique seeks to overcome the problem of communication in identifying and establishing institutional goals. The aim is to "objectify" the process of goal setting and prevent any strong individual or group from inordinately influencing the process.

471. UMBECK, SHARVY G. *Long-Range Planning and Its Implications for Development*. Washington: Council for the Development of Small Colleges, 1968. ED 023 193. 18 pp.

Essential elements of effective developmental planning include (1) careful inventory of resources, (2) clearly stated institutional objectives, (3) thorough understanding of operations, (4) realistic timetable, (5) unambiguous philosophy of institutional finance, (6) sensitivity to social, economic, technical, and educational trends, and (7) continuous program of institutional research and reappraisal.

472. VACCARO, L. C. and PETERSEN, R. "Two Approaches to Planning that Small Colleges Can Afford and Large Ones Can Adapt." *College and University Business* 45 (November 1968): 38 pp.

Approaches to institutional research and planning include appointment of a director, secretary, and research assistant; and establishment of a representative faculty committee or a committee with an executive secretary jointly responsible to the president and the committee. The faculty committee approach brings more faculty involvement but inhibits rapid decision-making. The other committee approach may overextend the research director.

Physical Facilities

473. BRUBAKER, CHARLES WILLIAM. *What's Happening to the Campus: A Brief Review of Many Individuals' Observations on How Physical Facilities for Higher Education Are Changing in Response to New Needs*. Chicago: Perkins and Will, Architects, 1968. ED 019 835. 13 pp.

Trends in campus planning are surveyed in terms of changing educational methods and social demands. Major topics covered are: (1) reevaluation of the nature of learning, (2) the effect of technology, (3) the campus as a community-cultural-educational center, (4) the college and the urban crisis, and (5) the multilocation college and educational building systems.

474. HICKMAN, WARREN L. "Campus Construction for Academic Survival: The Importance of the Curriculum in the College Building Program." *Journal of Higher Education* 36 (June 1965): 322-30.

Survival of a small college depends on the ability to attract good students at a tuition of above \$2,000 a year for an 11-month program, and on the efficiency of that program. All new facilities should reflect changes in the curriculum. Instructional facilities must support large lectures and independent study. Dormitories must serve instructional needs, as well as function as living facilities.

475. *Higher Education Facilities, Planning, and Management Manuals*. Boulder, Colo.: Western Interstate Commission for Higher Education, 1971. ED 061 621. 553 pp.

These seven well-illustrated manuals, designed for the institutional user, outline procedures for guiding the entire facility planning process. The manuals cover such facilities as classroom and laboratory, office and research, academic support, general support, and systemwide facilities planning. The manual includes an extensive bibliography.

476. *Information Needs: For Planning Physical Facilities in Colleges and Universities*. New York: Educational Facilities Laboratories, 1969. ED 037 977. 90 pp.

Using a systems analysis approach to resource allocation, this handbook stresses the importance of adequate information to efficient facilities planning. A space management concept, including full use of the computer in analyzing room space, is explained. Effective planning is emphasized.

477. KOSKI, ROBERT W. *Some Experiences with Computer Applications to Campus Planning*. Seattle: University of Washington, 1968. ED 025 008. 15 pp.

The development of simulation models to provide administratively oriented planning tools for campuses was based on work at the University of Washington on student-space-density relationships. The computer-oriented models deal with the different variables that affect staff and facilities requirements. Application of the models to other colleges is discussed.

478. LEYDEN, RALPH C., ed. "The Stephens College House Plan." *Stephens College Educational Report* 3 (January 1966): 109.

The Stephens College house plan, begun in 1960 after faculty discussion of college team teaching, centers learning and living in the residence hall. It seems effective in dividing large groups into smaller groups for more interpersonal contact. The residence hall thus becomes a learning center.

479. MATTOX, ROBERT F. *Computer Modeling in Campus Design: Case Study at Duke University*. Washington: American Institute of Architects, 1967. ED 018 967. 12 pp.

In a pilot study conducted to provide better information for campus planning, computer programs were developed to analyze data collected from student diaries. Areas of concern include: (1) time spent in a specific activity, (2) traffic activities and related variables, such as cost, and (3) projection of future campus activity-space relationships and the resulting implications of various actions proposed by the planners.

480. MCGUFFEY, C. W. *A Review of Selected References Relating to the Planning of Higher Education Facilities*. Tallahassee: Florida State University, Associated Consultants in Education, 1967. ED 018 961. 100 pp.

This compilation reviews articles, books, and pamphlets relative to the planning of higher education facilities. Each review includes information about the author with a brief abstract of the content. The references concern (1) the orientation to educational facilities planning, (2) developing a master plan for plan expansion, (3) planning individual institutions, (4) planning technical aspects, and (5) administering the plant expansion program: planning, financing, cost, and economics.

481. MCINTIRE, GLENN R. "Students Spend Senior Year in the Tower." *College and University Business* 39 (July 1965): 37-41.

Seniors at Bowdoin College live in a new building designed with suites for increased intellectual stimulation. There is a separate dining and meeting room building used for seminars and guest lectures.

482. PHELON, PHILIP S. *Campus and Facilities Planning in Higher Education, the Process and Personnel: An Annotated Bibliography*. Albany: State University of New York, 1968. ED 021 410. 21 pp.

This annotated bibliography on planning for higher education is limited to planning processes and personnel. It is not as concerned with specific facilities as with such issues as faculty and student participation. Various viewpoints are presented.

483. SCHWEHR, FREDERICK E. *Planning Educational Facilities*. Madison, Wis.: Dembar Educational Research Services, 1962. ED 022 325. 97 pp.

Planning educational facilities is a function of the educational objectives of the institution. Three basic planning study procedures are: (1) a survey

of present facilities, (2) a facilities quality study, and (3) an analysis sketch. Guides present cost per square foot for different types of facilities. Sample forms for collecting facilities data are included.

484. _____, and SCHWEHR, B. J. *Procedures for Physical Facility and Utilization Studies*. Madison: Wisconsin Coordinating Committee for Higher Education, 1967. ED 017 157. 131 pp.

This manual presents a systematic method for conducting studies on physical facilities and their utilization, as related to public institutions of higher education in Wisconsin. Specific information on types of worksheets, and formats for collected and analyzed data are included. While the manual is based on a computerized method of analysis, the procedures may be easily converted to the manual analysis desirable for smaller institutions.

485. SHOWALTER, ROBERT H. *Planning and Construction of College and University Buildings*. Muncie, Indiana: Ball State Teachers College, 1965. ED 025 911. 7 pp.

The responsibility of planning lies with the administrative official responsible for construction, operation, and maintenance of the plant. Qualities that planning directors should possess are enumerated, along with specific suggestions for more efficient planning and construction of higher education facilities. Among the suggestions are: (1) architects should be given a written program of requirements, and (2) all supervisory personnel in the physical plant department should review specifications.

486. *Survey Method for Higher Education Facilities in Texas Colleges and Universities*. Austin: Texas University, Office of Educational Facilities Research, 1967. ED 021 404. 124 pp.

Procedures have been developed for completing forms to collect data essential to inventory space and to measure its utilization among institutions of higher education. Forms and survey methods are included for (1) building analysis, (2) room analysis, (3) residential room analysis, and (4) space utilization study.

487. TAYLOR, ROGER. *Report to Wilson College: A Program for Physical Plant and Land Development*. New York: Taylor, Lieberfeld, and Heldman, 1967. ED 018 956. 230 pp.

To develop a physical plant program to remedy the present deficiencies of the educational facilities at Wilson College, and simultaneously to indicate the implications of higher enrollment levels, a planning project using a consultant firm was instituted. Areas of investigation include space requirements and financial implications.

488. *To Build or Not to Build: A Report on the Utilization and Planning of Instructional Facilities in Small Colleges*. New York: Educational Facilities Laboratories, 1966. 38 pp.

Complete with tables and diagrams, this pamphlet explores every aspect of planning for physical expansion. Any small college planning new buildings should consult this summary.

489. WIDDALL, KENNETH R. *Selected References for Planning Higher Education Facilities*. Columbus, Ohio: Council for Educational Facility Planners, 1968. ED 020 633. 101 pp.

This comprehensive annotated bibliography presents numerous resources for the person seeking general and specific information on planning higher educational facilities. Topics are orientation to educational facilities planning, developing a master plan, planning technical aspects, and administering plant expansion programs.

490. WILLIAMS, PHILIP C. *Communications in Campus Planning*. New York: Bittenheim Publishing Corp., 1966. ED 014 861. 5 pp.

Communications should be improved between educators and architects who are involved in the development and implementation of campus planning. A plea and a plan for improvements are made. Campus planning is defined as the synthesis of educational, fiscal, and physical planning.

Interinstitutional Cooperation and Consortia

491. BULGIN, L. W. "Associated Christian Colleges of Oregon—Cooperation Among Three Small Institutions." *Liberal Education* 52 (December 1966): 466-69.

This article describes interinstitutional cooperation among three independent, religiously oriented colleges: George Fox College, Newburg, Oregon; Cascade College, Portland, Oregon; and Warner Pacific College, Portland, Oregon. The initial emphasis was on upgrading the academic programs by better utilizing staff and facilities and avoiding program duplication. One major accomplishment has been the coordination of library holdings and services. Good communication is a necessity for successful cooperation.

492. BURNETT, HOWARD J., ed. *Interinstitutional Cooperation in Higher Education*. Proceedings of the Conference on Interinstitutional Cooperation. Corning, N.Y.: College Center of the Finger Lakes, 1970. 126 pp.

This series of papers by higher education personnel experienced in working with consortia concerns every aspect of consortium building and cooperation. Guidelines for organization, program developing, financing and interinstitutional benefits are analyzed. The increase in educational opportunity which could be provided through consortia is immeasurable. Appendix A is a directory of collegiate level cooperative centers.

493. CLARY, WILLIAM W. *The Claremont Colleges: A History of the Development of the Claremont Group Plan*. Pasadena, Calif.: Castel Press, 1970. 314 pp.

The oldest existing consortium in the United States serves to illustrate the intricacies of consortium building, the type of leadership demanded, and the potential of cooperative development, as well as the internal tensions attendant on such arrangements.

494. *Five College Cooperation: Directions for the Future*. Amherst: University of Massachusetts Press, 1969. ED 034 491. 228 pp.

The Five College Long-Range Planning Committee, representing the University of Massachusetts, Smith, Hampshire, Amherst, and Mount Holyoke, reviews cooperative arrangements and projected future directions. Such topics as student-course interchange, the 4-1-4 calendar, community relations, and intercollege cooperative governance are explored as they relate to the cooperative program of these institutions. Recommendations range from general suggestions to detailed proposals for operation.

495. JONES, LEWIS. "A Consortium for Institutional Research." *Research in Education* 10 (October 1967): 17.

Scientific self-study may enable seven Negro colleges to meet realistically the challenges presented by developments in civil rights and education.

496. KELLS, H. R. and STEWART, CLIFFORD T. "The Conference on the Cluster College Concept—A Summary of the Working Sessions." *Journal of Higher Education* 38 (October 1967): 359-63.

In 1961, the Claremont Colleges, America's pioneer project in cluster education, hosted the Conference on the Cluster College Concept. Cluster education has economic and coeducational advantages, reduces problems of isolation, and adds greater chances for innovation and experimentation. Much more research is needed in the areas of cost, faculty and student opinion, the effects of various kinds of clusters on students, organized patterns, and the success of the units.

497. LADY, ROY ANDREW. "A Case Study of the Foundation for Independent Colleges, Inc., of Pennsylvania. An Examination of the Attitudes and Opinions of Member Presidents toward this Organization." Ed.D. dissertation, Pennsylvania State University, 1967. Order No. 68-8715. 322 pp.

This study, conducted at 35 colleges in Pennsylvania, details the history of the FIC and questions member presidents about their attitudes in four major areas: methods of solicitation, present practices, education and training, and future trends. It also analyzes sources of annual operating income: alumni and endowment rank at the top, while FIC and parents rank last. Data were compiled from questionnaires, minutes of annual and executive meetings, financial statements, scrapbooks, correspondence, annual reports, and office files.

498. MELVILLE, GEORGE L. *Academic Decision Making: The Consortium of Knox, Franklin, and Monmouth Colleges*, vols. 1,2. Galesburg, Ill.: Knox College, 1970. ED 050 705. 1125 pp.

Three institutions undertook 40 research and academic development projects through the development and coordination of research capability with data processing. Among the topics analyzed are attrition patterns, pass-fail systems, study habits in the 3-3 calendar, long-range planning models, and computer orientation in enrollment. Of 25 seed grants, two developed into major funded research projects. This report describes the accomplishments possible with a consortium of colleges.

499. MOORE, RAYMOND S. *Consortia in American Higher Education: 1965-1966*. Washington: Department of Health, Education, and Welfare, 1968. 55 pp.

In a narrative and interpretive style, Moore details the history of and rationale for consortia; basic facts and figures for 1,017 consortia, and suggestions for future research and evaluations of present and discontinued consortia. One-fifth of the existing consortia receive federal support, and two-fifths of the 203 consortia planned in 1968 anticipated federal support.

500. ———. *A Guide to Higher Education Consortia: 1965-1966*. Washington: Department of Health, Education, and Welfare, 1967. 175 pp.

This guide, comprising descriptive tables, is based on questionnaires sent to 1,577 institutions. The first set of tables alphabetically lists the institutions in the study universe indicating four institutional characteristics, six other factors, and seventeen areas of institutional participation. The second set of tables is organized by consortia, with 1,296 consortia listed by code number, years of membership, 17 areas of participation, and 19 organizational characteristics.

501. PATTERSON, LEWIS D. *Consortia in American Higher Education*. Report No. 7. Washington: ERIC Clearinghouse on Higher Education, 1970. ED 043 800. 21 pp.

An essay on the growth of consortia raises some of the problems incidental to interinstitutional cooperation and offers an extensively annotated bibliography of 52 selected entries on the consortia movement. Patterson calls for better evaluation of successes and failures of consortia and of cost analysis benefits achieved for resources invested in interinstitutional arrangements. He warns against too much bureaucracy.

502. SAGAN, EDGAR LEONARD. "A Network Model for Planning and Establishing Higher Educational Consortia." Ph.D. dissertation, Ohio State University, 1969. Order No. 70-6870. 378 pp.

Establishment procedures are examined for five consortia: Central States College Association, Evanston, Illinois; Dayton-Miami Valley Consortium, Dayton, Ohio; Five Colleges, Inc., Amherst, Massachusetts; Great Lakes College Association, Detroit, Michigan; and Union for Research and Experimentation in Higher Education, Yellow Springs, Ohio. Basic planning elements are identified, initial planning activities incorporated into a precedence diagram, and the network reviewed by three specialists in administration. A model for a consortium is presented.

503. TRENDLER, CARL ALAN. "Interinstitutional Cooperation for Academic Development Among Small Church-Related Liberal Arts Colleges." Ph.D. dissertation, University of Indiana, 1967. Order No. 68-4756. 137 pp.

Focusing on the Central States College Association, this study interprets the nature of and rationale for interinstitutional cooperation and assesses the academic development associated with a college consortium for church-related liberal arts colleges. The conclusion is that interinstitutional cooperation is one way in which a small college can interact with its environment and join with similar organizations for mutual advantage.

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